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ABSTRACT

This document which is the product of the American Association for Health, Physical Education, and Recreation (AAHPER) Undergraduate Professional Preparation Conference, consists of 10 separate reports that serve as a guide for curriculum building and program planning essential to the training of professionals in health, physical education, recreation, athletics, safety, and dance. There are five division task force reports that discuss professional preparation of personnel in the fields of dance, physical education, recreation education, safety education, and school health education. Five specialized task force reports discuss junior college articulation, the utilization of auxiliary personnel, certification, the interrelationships among the five divisions of AAHPER, and aquatics. (HMD)

PROFESSIONAL PREPARATION IN DANCE, PHYSICAL EDUCATION, RECREATION EDUCATION, SAFETY EDUCATION, AND SCHOOL HEALTH EDUCATION

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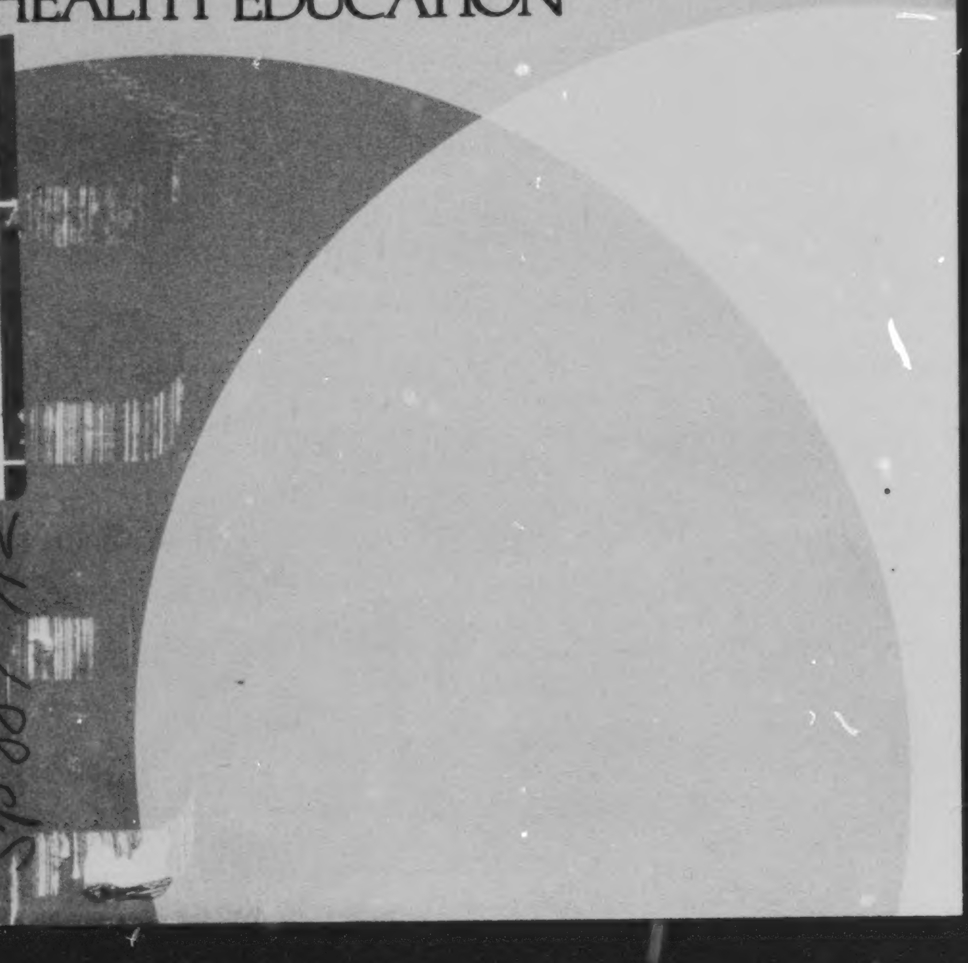

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FOREWORD

The 1962 National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation not only produced guidelines for teacher education programs, but also formed the Professional Preparation Panel to implement the guidelines and give attention to improving existing programs. One of the panel's responsibilities was to review the guidelines constantly and keep them current. Because many new developments took place in teacher education during the 1960s, the panel recommended in the Fall of 1967 that the guidelines which appeared in the 1962 Conference Report be revised. It was hoped that the revision could be accomplished by task forces established within each of AAHPER's eight divisions, but the revisions were so extensive that it was necessary to schedule another national conference to restudy the entire teacher preparation procedure.

A committee of division and panel members was established to plan and conduct the conference. Each division appointed a member to serve on the planning committee and the panel designated one of its members to serve as the chairman. Coordinating the efforts to secure approval of the conference by the eight divisions and providing a time schedule for needed pre-conference task force work proved to be a major task. It was not accomplished until the fall of 1971 when final approval was given by AAHPER's Board of Directors and the eight divisions, and the committee was directed to proceed with the conference. In 1972 the pre-conference work was completed and materials were mailed to the preregistered delegates as working papers for the conference. During the planning and working period that preceded the conference many members were involved and they, together with the 500 members who registered at the New Orleans Conference, represent a major membership involvement in an important Association program. This publication is the final product of their efforts.

George Anderson
Associate Executive Secretary
AAHPER

ACKNOWLEDGEMENTS

From the early planning stages of the Conference to the final proceedings, many people have contributed long hours of careful thought to make the project a success. Without the invaluable assistance of these dedicated people, the Conference would not have been possible.

The Conference was sponsored by the American Association for Health, Physical Education and Recreation. The Association wishes to express its appreciation to all of the participants and hopes that this publication will provide assistance and stimulation for all those who were unable to attend.

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INTRODUCTION

The idea of the conference as originally conceived by the Planning Committee was to focus on new ideas, concepts, competencies and experiences which might have significance in professional preparation programs. It had been evident that the needs for professional preparation had changed and programs for the 1970s and 1980s needed adjustment to meet the challenges of a changing and shifting society, not only to reflect the current scene but to project for the future. It was hoped that the deliberations of the conferees and this report would have immediate implication in professional preparation and great impact on future programs. The profession fully recognizes that the endeavor to improve professional preparation programs is not a culminating activity itself but a reaffirmation of our commitment to meet the needs and interests of the people served.

Philosophy of the Conference

In looking ahead, an extremely complex picture in an ever-changing world was presented to all of our concerned areas. Acknowledgment was made of the multiplicity of needs, interests and issues facing health education, physical education, athletics, recreation, dance, safety and other special interest groups. This is an era characterized by relevance, autonomy, visibility and self-determination. The very nature of the Association during the last few years has been to divide into special interest groups.

This situation has been viewed as being both beneficial and detrimental; yet today is a time of specialization and deep involvement. In this sense, it might appear that the special needs and unique functions of each group might best be served through separate meetings and self-determining activities. On the other hand, there is continuous discussion as to why so many divisions and disciplines are related in one association. The proliferation of special interest groups, at times, seems to have reached a point of being counter-productive.

Ultimately, the "unity through diversity" concept seemed to provide a sound approach where these diversified groups could meet simultaneously to explore together, and yet separately, the problems of professional preparation programs. Such an approach would take advantage of the commonalities and interrelationships, while at the same time assuring autonomy, visibility and self-determination of the individual disciplines. This unity concept became the focus for the one-conference approach.

A major aspect of the unity concept is the dominant role of education in all AAHPER divisions. Each of the disciplines, through its perspective, accentuates the human factors involved in movement, well being, leisure and communication. Our educational process, then, truly serves as a means rather than as an end in itself in the harmonious development of each professional through enrichment in the cognitive, affective and psychomotor domains. The focus of all our professional preparation programs is on the fully functioning person whose aesthetic, physical, mental and social nature is a harmony of well being. Acceptance of this educational orientation binds all divisions and interest areas in a symbiosis focusing on the unitary aspects of the individual.

Another factor which influenced the thinking and planning of the conference was the grassroots approach. From the outset, the purpose was to request geographical areas of the states and districts to identify issues, concepts and innovations, and then make recommendations to the Planning Committee for implementation.

In keeping with the grassroots concept, the Planning Committee insisted that the conference be open to any person concerned with professional preparation. There is always a certain degree of risk with unlimited registration if large numbers attend; organization and/or assignment of tasks often becomes unwieldly. The matter is further compounded when a comprehensive published report is the final result. Despite these concerns, however, the committee believed that a democratic approach toward attendance as well as the grassroots approach took precedence.

Different, yet related to the grassroots and open conference concept, was the provision for a two-way flow in communication between the producers in professional preparation institutions and the consumers in public and private schools, recreation programs, health agencies, dance and related arts and the like. Too often the producers, through no fault of their own, have found themselves talking to each other without input from the consumers. The Planning Committee expressed hope that divisions and special task force chairmen would include consumer representation at all planning levels and suggested that consumers play an active role in the conference.

Organization and Conduct of the Conference

The ultimate objective of the Planning Committee was to provide a conference report which could serve as a guide for curriculum building and program planning essential to the optimum training of professionals in health, physical education, recreation, athletics, safety and dance. The principle of self-determination was supported by directly involving each of the association's disciplines. Each division established its own task force. The divisions were provided with a suggested outline similar to the pattern used by National Council on Accreditation of Teacher Education in its standards for accreditation. After exploring professional needs in terms of the conference purposes, the task forces prepared preliminary background papers.

To preserve the unity and interrelationship principles, special task forces were developed to study certification, auxiliary personnel, junior and senior college articulation, and interrelationships among association disciplines. These areas, all of which cut across divisional lines, tend to identify some of the commonalities among the disciplines and divisions. Task force papers—division and special—were reproduced at AAHPER headquarters and distributed to working groups.

Divisions were encouraged to include participants with specialties and innovative points of view representing such groups as city and county directors, state department of education personnel, college administrators, public school personnel, students, parents, and representatives from community agencies and minority groups.

The conference received widespread publicity over a two-year period at state, district and national levels via mail-outs to various professionals groups and announcements in *JOHPER* and *UPDATE*. To expedite the work of the conference, participants were encouraged to pre-register and indicate their choice of interest groups.

Division work sessions, which occupied the major portion of conference time, were designed to review, revise and approve guidelines initiated by the division task force. Opportunity was provided for any division or interest group to interact with any other group. It was this opportunity, perhaps, as much as any other aspect of the conference, which provided a unifying element and more than justified the single conference approach.

The conference structure also included general sessions, keynoting topics of common interest and highlighting special task force reports. Finally, interest groups, termed "Happenings," accommodated discussions of problems and innovative ideas which might not otherwise have been included.

Performance Objectives and Evaluation

One criterion of a profession is that there must be an extended period of preparation. In this extended period of higher education for professional training there are two main facets: the product of education, which is the emerging professional, and the process, which comprises all those means employed in the extended period of preparation—not only to educate the individual but to encourage continuing education.

Accountability, competency-based and performance-based, seems meaningful in education today. Although accountability may yet become a part of the educational jargon destined to fade away as have other fashionable cliches, it could, on the other hand, presage a new era for education, particularly professional education. Proponents claim that a commitment to accountability is inevitable and demanded by our rapidly changing times which have made it the top priority in education. They insist that it can become a dynamic force in reform and a catalyst for invention in education because it demands fundamental changes. The most dramatic change it can effect is to shift emphasis from teaching to learning and from input to output so that performance and change in student behavior is the primary focus.

Questions concerning accountability have been raised by taxpayers and parents, not by educators. These citizens want to make sure students are receiving an education commensurate with the human and material resources being expended. Obviously both the learner and society must benefit. Citizens want answers to the following questions: (1) What are schools trying to do in terms of their objective? (2) What plan or system do they have to achieve these objectives? (3) How can they show how well student performance meets these objectives in terms of assessment? (4) How adequate is the plan or system?

When performance objectives for students have been clearly described, professional roles can be identified and pertinent competencies defined. Students must then be provided with the necessary experiences to obtain these competencies. When these competencies are operationally defined, they are translated into performances which can be observed and measured. Using this approach to education, students can be held accountable for their performance—on entrance into the program, on a continuing basis, through exit and even into the first years of service. They may be counseled out at any step along the way when not making satisfactory progress in those competencies identified as requirements for a particular professional role. When this approach is accepted and implemented, there will be a merging of pre-service and in-service training with a primary focus on performance.

The competency-based approach would provide an individualized program to enhance opportunities for self pacing, independent study and proficiency examinations so that prospective professionals would not be required to fit into a single curricular mold. Emphasis would be placed on an approach that values competency resulting in performance rather than a specific sequence of course requirements and accumulated credentials. Potential professionals should be assessed early in the preparation program so that their individual assets and needs in terms of necessary competencies can be determined. Because useless repetition has been an insidious barrier to professional progress in the past, institutions should provide adequate opportunity for students to "proficiency out" of those areas in which they are competent.

An adequate assessment program at the entrance level in relation to skills, knowledges and attitudes appropriate to specific roles not only determines assets and weaknesses as a basis on which to develop an individually oriented program, but also can serve as a screening mechanism for entry into professional programs. Systematic evaluation, as presented herein, can greatly enhance the professions' self-governance powers.

Accreditation and Certification

Establishment of the concepts, competencies and experiences in this report does not guarantee that they will have an impact on professional preparation in the several areas. There is always a cultural lag between society's needs and the fulfilling of those needs by educational institutions. There is always a lag between the discovery of new knowledge and its implementation. This lag is generally reflected in accreditation standards for educational institutions and in certification standards of their students. Hopefully, most of the concepts and innovations recommended in this conference report will find their way back into accreditation standards. However, it is perhaps more important that they be used at a level beyond accreditation to motivate professional preparation institutions to self-evaluation and self-improvement.

Accreditation is a procedure of recognizing the performance and integrity of an institution so that it will merit the confidence not only of other institutions but also of the public. There are two approaches to institution accreditation. The first approach is *general accreditation* of the institution itself by one of the six regional associations of colleges and schools geographically distributed about the United States. General accreditation does not imply that institutions must be alike with respect to goals, process and product; each institution can maintain its autonomy and uniqueness within the frame of accreditation criteria and standards.

The second approach to institution accreditation involves *specialized accreditation* of professional programs. The process begins with a self-study, followed by a visit by a panel of educators and an evaluation by a team of evaluators. Institutions and programs may be approved, disapproved or placed on probation. For teachers, most states accomplish this process through the National Council for Accreditation of Teacher Education, although some states still employ their own methods of approval. Specialized agencies have standards concerning overall policies, student personnel, faculty, curricula, equipment, materials, library and the like. These are very similar to those used for general accreditation. In addition, there are guidelines for curriculum in specific programs under evaluation in the three areas of general education, professional education and subject matter specialization. In the past, guidelines have not allowed much flexibility in programs. With this approach to accreditation, there will be a greater opportunity for flexibility, individualization and personalization.

All professions are committed to assuming some control for the competency of their practitioners. They must use their influence to promote high standards in areas designed to provide these competencies. If programs measure up and conform, they are accredited by the appropriate agency. Although accreditation alone does not guarantee competent professionals, a professional program in an accredited institution is judged by authorities to be the single most important contributing factor to successful professional performance. Since no one is better qualified to judge what constitutes competence in professional practice than the professionals themselves, they should have direct or indirect responsibility for setting accreditation standards. If the principle of accountability is accepted along with the competency-performance-based concept, a new degree of professional autonomy should evolve.

All professions require a form of license or certification for entrance into the profession and for the support and maintenance of high standards. The idea behind certification is to identify the competent professional. Ideally, the profession should have self-regulatory powers by which it not only can control admittance to the profession but also the procedures for exclusion and/or suspension. Standards for certification and accreditation usually have been developed by state departments of education in collaboration with the professional preparation personnel from the training institutions involved. Whenever there is an opportunity for collaboration, professionals should be prepared to suggest guidelines that can be adopted by the agency responsible for certification. This approach enables professionals to influence the selection of candidates for admission into their profession.

It should be clearly stated that professional competence and performance involve much more than certification. Certification sets average or minimum standards. Meeting these standards in the past may have been sufficient, but in the future "sufficient" may be inadequate in dealing with competent professionals. Therefore, the profession should be motivated to aspire to optimum levels of proficiency and achievement through self-study and self-improvement.

Certification is closely related to accreditation. An institution's process is accredited chiefly on the basis of how it appears to be meeting its responsibility towards the person being educated — his entrance into the professional training program through procedures of recruitment, selection and assessment; his retention in the program, subsequent certification and hopefully a follow-up appraisal of his performance. By exercising adequate controls and good judgment over the factors mentioned above, a profession can make great progress in regulating its own ranks.

Accountability, with its emphasis on the competency-based and performance-based approaches, presages more control than the profession has ever experienced. Admittance to a professional program and completion of course requirements should no longer entitle one to certification. The avenue for full-fledged admittance to a profession is to qualify solely on the basis of competencies established by the profession itself. Exercising this prerogative places a demanding responsibility on institutions. For a long while to come, it will probably be the profession's only opportunity to apply discriminatory powers to exercise more jurisdiction regarding competency. If a profession is to fulfill its responsibility to society, it must attempt to regulate its own ranks; the place to start is in the professional training institution.

If certification is to occur as a result of the competency-based, performance-based approach, it will rest on the following assumptions:

1. Appropriate performance responses can be agreed upon in the area of the cognitive, affective and psychomotor domains for the product of education and recreation.
2. Identified responses establish teaching and leadership roles.
3. These teaching roles are the basis for professional competencies.
4. Experiences can be provided in a professional program which enable students to acquire these competencies.
5. These competencies can be observed and assessed.
6. The experiences offered can be individualized so there is more than one correct track for students to follow.
7. The focus will be on experiences, not courses.
8. Assessment should furnish the basis for altering these experiences and provide information on the program's effectiveness.
9. Competencies and experiences will continue to be refined and extended through research.

The key to all of these points is assessment — on entry to the program, on a continuing basis during the program and on leaving the program. Final approval for unconditional certification should occur during in-service training after a student's competence to perform has been demonstrated through the performance-based approach. There must be systematic and comprehensive follow-up of the graduate in service, not only for purposes of unconditional certification, but for program evaluation and revision.

Differentiated Staffing

At this point the concept of differentiated staffing can be expanded. The reader is referred to the report of the Special Task Force on Auxiliary Personnel in the addendum. Roles and competencies can be developed at levels lower than that of the certified master professional. This concept presents a hierarchy of roles and thus a hierarchy of certification. It has been shown that paraprofessionals can play a vital role in the professions if job analyses clearly define their roles and competencies. However, emphasis on paraprofessionals and auxiliary personnel should not lower certification standards for professionals. Nor should paraprofessionals be permitted to serve as certified teachers. Perhaps the best way to control this situation is through accreditation.

Recommendations For Use of the Report

Arriving at the guidelines in these reports represents a milestone for various disciplines. It is not the end, however, but a beginning. For those who are at the cutting edge of the new frontiers of change and who are willing to put aside their prejudices and provincialism while grappling with the complexities of the time, this report can become the catalyst for new dimensions in professional education. It is inevitable that professional roles will change to accommodate society's needs. Consequently, professional competencies and performance wiii also change. The onus will be on both the institution and the professional to look upon the competency-based, performance-based approach as a continuing preparation throughout the professional's career. He will have to refine and recharge his expertise continuously and at specific points during his entire professional life.

The heart and core of this publication are the division reports, which focus primarily on the needs of the several disciplines and the work of their divisions. The principles of autonomy have been preserved; each division report can stand alone in meeting the pressing needs of its respective group. On the other hand, the unity through diversity concept has also been protected by identifying the commonalities shared by the various disciplines. This era of great change is kaleidoscopic in that needs are always changing.

If the standards, concepts, competencies and experiences encompassed in this report are going to exert maximum impact on professional preparation, they must find their way back into the mainstream of the educational process. Ways to assure this impact are as follows:

1. The recommendation of this report must be translated and incorporated into accreditation standards.
2. Accreditation must become an integral part of certification and licensure.
3. Each institution must use this report for self-evaluation and self-improvement.
4. Each professional in education should become thoroughly familiar with this report. He can then decide if it is desirable or necessary to revise courses and experiences for which he is personally responsible.

The profession must make professional preparation a process and not a product. This conference report should not be regarded as a finished product but as a continuing process in need of constant experimentation and revision.

DIVISION TASK FORCE
REPORTS

DANCE

INTRODUCTION

Professional preparation of the dance specialist has been a part of undergraduate education since 1927. In spite of this fact, recognition of a need for guidelines that could aid in the establishment and evaluation of undergraduate professional programs in dance has been very slow in coming. Too frequently, guidelines that were designed for physical education have been applied to dance, or worse, dance as an independent discipline has been forgotten altogether.

With the increased proliferation of undergraudate dance major programs in colleges and universities, and the expansion of these programs to include professional preparation of teachers, performers, choreographers and other dance specialists, the time has come to establish such guidelines. The AAHPER Dance Division has long recognized this need for setting standards to upgrade dance major programs and to provide a basis for accreditation and certification. In anticipation of an AAHPER Conference on undergraudate professional preparation, a Dance Division Task Force was appointed in 1969 to create a working paper on undergraduate professional preparation in dance. This paper was completed and approved by the Dance Division Executive Council, but was then shelved until the AAHPER Undergraduate Professional Preparation Conference was finally implemented in New Orleans in January 1973. With minor modifications, the original working paper served as the base for discussion and was revised, refined and extended to become the Dance Division report from this Conference. Approximately 40 participants led by 12 appointed Conference Task Force members of the Division contributed to the critical editing of this report.

The report is designed to identify the unique characteristics of dance as a discipline and the concepts and experiences that should be included in a major curriculum to provide the student with competencies essential to his profession. The report also includes a discussion of qualifications and responsibilities of the dance faculty concerned with professional preparation; suggested guidelines for student selection and retention; and a description of appropriate facilities, resources and equipment for teaching dance. It is hoped that this document will provide a useful model to encourage self-improvement within departments concerned with professional preparation in dance, and in setting standards for accreditation of these major programs and for teacher certification.

DANCE REPORT

I. Definition of Dance

Dance is movement organized in time, space and force for the purpose of expression, communication or personal satisfaction.

II. Educational Functions of Dance

Dance education encompasses both the experience of movement as expressive action and the appreciation of dance as an aesthetic form.

A. Functions of Dance Education

1. Contributes to an understanding of the human body, its mechanical potentials and limitations
2. Aids students, regardless of age, motor ability or experience, to enjoy dance movement for its own sake and to expand their movement capabilities
3. Discloses the significance of nonverbal communication in all human interaction and provides for such communication through dance activities
4. Increases awareness of the inherent sentient qualities of movement and their expressive meanings
5. Maintains an environment and motivation for creativity in dance, therefore contributing to the development of a positive self-concept
6. Provides an opportunity for the culmination of creative exploration into structured aesthetic forms for the satisfaction of the participants and perception of an audience
7. Provides a variety of opportunities to perform through which personal presence and confidence can be developed and dance achievements can be shared
8. Fosters positive human relationships through dance experiences
9. Extends and deepens aesthetic perceptions of dance and relates them to other art forms and disciplines
10. Enhances understanding and appreciation of one's own cultural heritage and the unique offerings of other cultures.

III. General Content of Professional Preparation

A. Elements of Dance: Space, Time, Force

B. Types of Dance

1. Children's dance — creative rhythmic movement
2. Folk, square and round dance
3. Ethnic dance
4. Traditional and contemporary social dance
5. Modern dance
6. Ballet
7. Jazz, tap, or other stylistic forms

C. Science of Movement

D. Psychological and Sociological Aspects of Dance

E. Historical and Cultural (Anthropological) Aspects of Dance

F. Aesthetic Aspects of Dance

G. Improvisation, Composition and Choreography

H. Dance Criticism

I. Dance Notation

J. Rhythmic Analysis and Music Literature

K. Relationships of Dance to Other Areas.

IV. Curricula to Develop Competencies at the Undergraduate Level

The curriculum of a dance major program may take into consideration a variety of professional goals including teaching, performance, choreography, therapy, etc. Not all institutions can or should attempt to meet all of these special needs. But even where students' professional goals are varied, there are certain basic learning experiences in dance and related areas that constitute a sound foundation for almost any kind of dance profession. Beyond this basic core of courses, specialized classes can be added to aid the student in reaching his specific goals.

A. Designs of Curricula

While a student's first two years of college are usually absorbed primarily with courses designed to provide him with a liberal education, the study of dance cannot be successfully postponed until the junior and senior years. Because of the physical demands of dance and the need for time to mature within the subject area it is essential that the student begin his dance studies as early as possible and continue without interruption. At least half of the dance student's time should be devoted to the study of dance and dance-related courses. This proportion of time is comparable to the amount spent by students in other art areas in the pursuit of their major curricula. Although the dance teacher is not necessarily expected to be a professional performer, ideally his technical and creative proficiencies should qualify him for the title of artist-teacher. Students who plan to teach in elementary or secondary school programs may need to take a fifth year of study to meet special education requirements for teaching.

Because course titles and content vary greatly among institutions, it would be undesirable to recommend specific courses and content for a dance curriculum. In general, the curriculum will be defined in terms of learning experiences leading to professional competencies that a dance major student should be expected to acquire, contingent upon his specific goals. Desired professional competencies for the prospective teacher are those that enable him to enrich the lives of his students through dance. For the potential performer-choreographer, desired professional competencies are those that enable him to perform dance roles with skill and sensitivity and/or create meaningful dance forms that possess freshness and artistic integrity.

B. General Education

Selected courses outside of the student's major that will broaden his horizons and assist him in becoming an intelligent, appreciative and effective member of society should be an essential part of his total college or university experience. This experience should be widely diversified and be directed specifically toward the following:

1. Skill in oral and written communication
2. Understanding and appreciation of life forms, particularly the growing and moving human body in its anatomical and physiological aspects
3. Understanding of one's anthropological, sociological, philosophical, psychological, historical and artistic heritage as a member of the human race; and awareness of the complexities of human thought, behavior and social interaction
4. Exposure to other forms of art expression resulting in a deepening of understanding and appreciation of these forms, and an increased sensitivity to the world around one.

C. Professional Education — The Core

1. Movement experiences

   A daily laboratory session in dance activity throughout each year, to include modern, ballet, jazz, social and folk forms, the degree of emphasis upon each of these forms depending upon the student's specific goals. Dance activities need to be taught in time blocks of sufficient length for optimum efficiency. These laboratory classes should be organized to include the following:

   a. Awareness of body structure and its movement possibilities; application of kinesiological knowledge in the attainment of dance skills
   b. Experiences with and understanding of the rhythmic form of dance movement
   c. Manipulation and utilization of the basic movement elements — time, space and force — to create expressive movement form
   d. Use of kinesthetic awareness as a factor in the mastery and selection of movement for dance expression and communication
   e. Understanding of the cultural origins of social, folk, historic, stylistic and ethnic dance forms
   f. Development of sensitivity to details of styling in the performance of social, folk, historic, stylistic and ethnic dance forms
   g. Positive interaction in human relationship throughout all dance experiences.

2. Creative experiences

   a. Experiences in the use of dance improvisation as a tool to dance movement and form

   - b. Understanding of various concepts of dance structure and experience in working with them
   - c. Development of aesthetic sensitivity and ability to evaluate choreographic works critically.
3. Performance and production experiences
   - a. Awareness of performer-audience interaction
   - b. Performance by the student of his own choreography and the works of others
   - c. Participation in solo and group choreography
   - d. Participation in the planning and making of lecture-demonstrations and concerts
   - e. Guided experience in the selection and use of music as dance accompaniment; theoretical understanding and practice in percussion accompaniment
   - f. Guided experience in the design, construction and use of dance costumes, properties, stage sets and makeup for dance
   - g. Guided experience in staging and lighting dances.
4. Cognitive experiences
   - a. Understanding the physical laws of motion
   - b. Kinesiological analysis of dance movement based upon an understanding of the anatomical and neurophysiological functions of the body
   - c. Analysis of rhythm and understanding of musical notation
   - d. Theory and practice in the use of dance notation
   - e. Knowledge of musical forms and acquaintance with available musicle resources
   - f. Knowledge of dance history and experience with the creation of historical forms
   - g. Discourse in dance philosophy and aesthetics.

While research is generally associated with graduate studies, it may be desirable to include some research techniques or studies in undergraduate courses.

D. Specialized Professional Education

Currently, the two main specializations at the undergraduate level are teaching and performance/choreography. In addition, work can be taken that leads to other specializations at the graduate level.

Areas of undergraduate specialization are as follows:

1. Teaching
   - a. Preschool and/or elementary school teaching
   - b. Secondary and/or college teaching
   - c. Private or studio teaching.

All potential teachers, regardless of chosen specialization, should be knowledgeable in areas of:

(1) Human growth and development
(2) Learning theories and concepts
(3) Elements of organization and administration

(4) Materials and methods in the types of dance normally taught at each educational level.

Although the dance student electing a teaching major should be prepared to teach all forms of dance customarily included in an educational curriculum, he may wish to specialize. Modern dance specialists will undoubtedly spend a major portion of time with modern dance and ballet techniques, dance improvisation and choreography. Students whose interests lie in social, folk and ethnic areas may wish to elect or substitute concentrated study in techniques and styles of selected ethnic dance forms; the history of certain social, folk and ethnic forms; staging and choreography of these forms; or the production of social, folk or ethnic dance festivals and programs.

2. Performance and/or choreography

   Majors with special interests in performance and choreography can augment their core curriculum with advanced studies in their area of specialization; acting, mime; stylistic and ethnic forms; staging, lighting and costuming; and individual projects in performance or choreography.

3. Pre-dance therapy*

   Professional preparation of the dance therapist for the impaired, disabled and disturbed should occur primarily on the graduate level. Undergraduate preparation should provide an opportunity for students to develop a broad movement repertoire and understanding of movement behavior necessary for future specialization.

   Undergraduate experiences should include:

   a. Extensive dance background
      (1) A variety of dance experiences to include folk, ethnic, modern and children's dance
      (2) Creative experiences such as improvisation, composition, choreography and performance
      (3) Related experiences such as eurythmics, Tai Chi Chuan, yoga, relaxation, body awareness, labanotation and effort shape.
   b. Knowledge of motor functioning and movement patterns from the study of kinesiology, anatomy, physiology and body mechanics
   c. Knowledge of psychological processes from the study of psychology of personality, abnormal psychology, developmental psychology, physiological psychology and group process
   d. Knowledge of social processes from study in related fields such as communication, anthropology, sociology, human relations and urban studies
   e. Supervised field experience in teaching dance to all ages of the normal population
   f. Supervised field experience of observing, participating and working with special populations (e.g., teachers, leaders, assistants, aides).

E. Professional Laboratory Experiences

Professional laboratory experiences are designed to provide students with opportunities to observe and participate in leadership situations involving direct relations with children, adolescents and adults, not only in formal school situations but also in extracurricular school and community activities. The selection of the professional laboratory experiences should be related to the student's interests, needs and capabilities; the degree of responsibility assigned to him should be proportionate to his maturity and experience. These laboratory experiences should be introduced into the student's professional preparation as early as possible.

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*These standards comply with the guidelines of the American Dance Therapy Association.

1. Types of professional laboratory experiences
   a. Observe and assist in college dance technique and composition classes
   b. Observe and teach dance classes of the appropriate educational level as part of dance methods classes
   c. Assist and occasionally participate in teaching elementary and/or high school dance classes
   d. Guest teach high school dance classes
   e. Direct recreational dance groups
   f. Function as stage manager, lighting director, costume designer or director, or as publicity manager for dance productions
   g. Choreograph and direct dances or lecture-demonstrations for student productions or community events.
   h. Teach special education groups, such as the blind, deaf, mentally retarded or physically handicapped, under supervision
   i. Student teach in elementary and/or secondary school dance classes for a prescribed period of time under properly qualified and trained supervision.
2. Content and administration of student teaching

   Ideally, the experience of the student teacher should be as realistic as possible in terms of actual teaching. He should have an opportunity to take full responsibility for classes under the joint supervision of teachers from the college or university and teachers in the cooperating institution. He should share teacher responsibilities other than those immediately related to class teaching and participate in producing publicly-presented student dance performances if this type of activity is to be a part of his future responsibilities. Whenever possible, the student teacher should work with students of different socioeconomic backgrounds, abilities and maturity levels.

   The supervising dance teacher from the professional education program and the individual in charge of the laboratory situation need to allocate time for group discussions and individual conferences to discuss special problems and to help each student evaluate his own progress. Appraisal of student teaching performance should be the joint responsibility of the cooperating supervisors.
3. Purposes of professional laboratory experiences
   a. Increase the student's sensitivity to the needs of others and his ability to relate to people
   b. Increase the student's ability to communicate effectively
   c. Increase the student's understanding of dance as education and his ability to adapt it appropriately to his pupils' needs

d. Increase the student's skill in teaching creatively so that he stimulates his pupils to make their own discoveries about movement rather than always learning imitatively
e. Help the student understand some of the basic characteristics of people at different age and ability levels and different cultural and socioeconomic levels
f. Increase the student's understanding of the teaching-learning process as it relates to different populations and to apply this knowledge in his teaching
g. Develop the student's powers of observation and ability to modify his teaching to fit immediate situations
h. Develop the student's responsibility, initiative and good judgment relative to his profession
i. Develop the student's commitment to his profession, confidence in his own capabilities and wisdom to evaluate objectively his strengths and weaknesses as a teacher or leader
j. Increase the student's understanding of administrative operations and the place of dance within the institution's program
k. Increase the student's appreciation of problems of working relationships among teachers and administrators, and between the school or institution and the community.

F. Evaluation of Professional Preparation Programs in Dance

A continuous process of evaluation and long-range planning should be conducted by all those involved with the professional program: the students, the faculty members, the administration and recent graduates from the department who are actively working in the field. In this process, assessment might be made of:

1. Program design
2. Teaching effectiveness
3. Student success
4. Administrative rapport
5. Interdisciplinary relationships
6. Community commitments

Although many institutions have created prescribed methods of evaluating their professional programs and faculty, departments may wish to establish their own evaluative procedures when additional information is needed.

G. Articulation of Two-Year College Curricula with the Dance Major

Community and junior colleges offering Associate of Arts degree programs may provide either the student's terminal formal education or preliminary study leading to a transfer into a four-year program. Dance courses offered in these programs must be planned with these alternatives in mind. Faculty from both the two-year and four-year institutions should cooperate in curriculum planning so that students who enter the four-year programs will not be penalized.

For students planning to transfer into dance major programs at the third year level, certain preliminary studies need to be made available during the first two years by the junior or community colleges. These programs should include:

1. Study of the structure and functions of the human body through courses in basic sciences and human anatomy
2. Development of knowledge about and appreciation for dance through an introduction to dance literature, acquaintance with current professional dance companies, awareness of professional dance organizations and career opportunities

**3. Skill development in several dance forms such as modern dance; folk, square and round dance; jazz; and social dance

**4. Exposure to the creative aspects of dance such as improvisation, composition, choreography and dance production

5. Study of the related disciplines.

H. Health and Safety of the Dance Major

1. Rest and nutrition

Because the dancer's instrument is his body, he must keep it in optimum condition through proper rest and diet. The dance teacher should instill in the student a realization of the importance of proper rest and nutrition and to avoid placing unreasonable demands upon the time of the student in scheduling classes and rehearsals. For example, limitations may need to be placed upon the number of dances in which a student may be permitted to participate for any given concert.

Proper nutrition implies maintainance of ideal weight, inclusion of basic nutrients in the diet, and avoidance of a disruption of the regular meal schedule. The hazards of smoking are also incompatible with the health of the dancer. Professional cooperation and example in all matters of health practice by the members of the faculty are essential.

2. Avoidance of injury

a. The teacher must be aware of the need for adequate warm-up exercises in preparation for certain activities and must ensure that these are included whenever necessary.

b. The teacher must also alert students to the realization that individual differences exist in the strength and range of movement possible among any group of people as a result of physical development and anatomical structure. Students should be encouraged to recognize their own limitations and to avoid placing demands upon their bodies which would cause injury.

c. When studio floors lack resiliency, activities involving elevation (hopping, leaping and jumping) need to be restricted.

d. The teacher must have sufficient anatomical, physiological and kinesiological knowledge so that he is aware of those activities that

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**Under the direction of dance specialists. (When dance specialists are not available to teach in the areas in junior and community colleges, students who plan to become dance majors should be informed that additional time will probably be required to complete their major if they wait to transfer until the junior year.)

through incorrect performance or constant repetition may cause immediate injuries or later physical problems. It is his responsibility to impart this knowledge to his students and to safeguard them in every way possible.

e. Costumes, stage curtains and scenery should be nonflammable.

3. Treatment of injuries

   When injuries do occur students should be urged to seek medical attention through school services or their personal physicians or orthopedic specialists. It is illegal for faculty members to treat such injuries or prescribe medication.

4. Legal responsibility of the teachers

   It is the teachers' responsibility to be well informed on the subject of legal liability.

V. Faculty

The success of any dance major curriculum, regardless of how well it has been conceived, is ultimately dependent upon the quality of the faculty who implement it. An outstanding faculty member is well prepared professionally and is a sensitive human being with a keen awareness of each student's unique potentials.

A. Faculty Competence

1. A prospective faculty member for dance in a college or university should usually possess an advanced degree in dance and an excellent academic record from an institution offering a strong dance major. However, it should also be possible to employ non-degree dance experts whose unusual talents and professional experiences augment those of the academically trained faculty.
2. Criteria for the selection of individual faculty members will be dependent upon their anticipated professional responsibilities. The professional qualifications of the total dance faculty should include the following:
   a. Knowledge of the human body in terms of its structural, muscular, physiological and kinesthetic functions
   b. Understanding of basic movement concepts
   c. Ability to analyze dance movement and personal capability in the demonstration of dance techniques
   d. Personal acquaintance with, understanding of and capability in the performance of a large repertory of folk, square and other social dance forms, including knowledge about their ethnic origins and a sensitivity to style
   e. Rhythmic accuracy and perceptivity
   f. Creativity, artistry and good judgment in dance choreography
   g. Interest and capability in inspiring students to choreograph and in helping them evaluate their creative efforts
   h. Knowledge and experience in such related areas as costuming, makeup, lighting and staging of dance; knowledge of musical forms

and acquaintance with a wide range of suitable musical compositions, experience in percussion accompaniment

i. Knowledge of dance history and the theoretical and philosophical foundations underlying dance as art and as education

j. Teaching competencies in the students' areas of specialization

k. Competence in directing student teaching, including ability to guide students in selecting appropriate teaching materials for different age levels.

B. Professional Growth

Dance faculty members should continue to advance themselves professionally through study with outstanding dance teachers and choreographers; through individual research and professional writing; or through personal performance and choreography. They should take advantage of opportunities to work as officers or committee members in professional organizations and to exchange ideas with dance colleagues from other institutions.

The United States Government's subsidy of the arts and humanities has made available the funding of dance educators, dance groups and individuals to travel abroad and share artistic forms of expression of the American people with peoples of other nations and cultures. The United States Office of Education and the United States Department of State can be consulted for information in securing special grants. Dance students and faculty should become aware of these opportunities for self-enrichment and international exchange of ideas with other members of their profession.

C. Interdisciplinary Responsibilities and Contributions to the Community

Dance faculty should make every effort to communicate and cooperate with their colleagues in other academic disciplines. When requested to do so, dance teachers should endeavor to provide the necessary dance experiences to meet the needs of major students in areas such as physical education, recreation, elementary education and theatre. If teachers from other disciplines are expected to be responsible for the teaching of dance in institutions too small to afford dance specialists, a dance minor program for these prospective teachers may need to be offered.

Dance faculty should also feel a responsibility to contribute to the community or geographic area by presenting concerts or lecture-demonstrations, organizing dance workshops, assisting with musical productions or presenting speeches and informal talks.

D. Equating of Faculty Services

The dance faculty load should be commensurate with the optimum faculty load established for all departments in a given institution. Whenever practicable, an effort should be made to distribute both activity and theory class assignments among all of the dance faculty. The amount of class contact time should be taken into consideration as well as credit hours. (No faculty member should be expected to teach more than 15 contact hours a week.)

1. Credited load time for dance faculty must provide for an equitable weighting of the time devoted to dance rehearsals, assistance with student choreography, and production of dance programs, including the costuming, staging, and business managing of these events.
2. A faculty member's credited load time should also take into consideration the time needed for class preparation, grading of assignments and examinations, direction of independent study and theses, extension teaching, student counseling, administration, committee work, offices held in professional organizations, and a fair proportion of professional study, writing, research and self-improvement in technique and individual choreography. The number of different courses and the number of students in a class should also be considered.
3. Supervision of student teaching should be equated with other forms of instruction in terms of time and course credit allotment. There should be arrangements for faculty compensation for travel time and expenses involved in the supervision of student teaching.

E. Professional Rank, Salary and Advancement Opportunities

Members of the dance faculty should be accorded professional rank, salary and opportunities for advancement equivalent to those of other faculty members. These are usually determined by a faculty member's amount of professional preparation, the quality and quantity of his professional contributions and his length of service. Professional contributions should include not only those made to the employing institution but also to professional organizations, to the community, and to education and the arts generally.

In considering rank and salary for faculty members involved primarily in academic areas, the level of formal advanced study and degrees earned are valid consideration; but for artist-teachers, concerned primarily with the creative and performing aspects of dance, nonacademic professional study, performance and choreography may be more pertinent than formal academic education. In considering professional advancement for dance faculty, nonacademic professional study and artistic contributions should be equated with academic study and writing.

F. Additional Personnel

1. Musician - composer

The musician - composer is an important member of the professional dance faculty and, ideally, should be able to:

- a. Accompany dance classes in technique and improvisation, using the piano and/or percussion instruments
- b. Teach courses in music fundamentals and accompaniment
- c. Improvise accompaniment for choreographic studies
- d. Know music literature
- e. Compose music for choreography
- f. Serve as a resource person in selecting music for choreography
- g. Serve as musical director for departmental performances

h. Make tapes.

2. Costume and technical directors are also highly desirable additional personnel, especially in departments emphasizing performance and choreography.

VI. Students

College dance departments should establish certain qualifications in the selection and retention of dance major students to uphold high standards for the profession and to guide students in directions in which they are likely to succeed.

A. Recruitment

All members of the dance faculty should assume responsibility for recruiting promising dance students. The following procedures might be used:

1. The design and distribution of a department brochure containing photographs of student activities, pictures and biographical sketches of faculty, curriculum offerings, a statement of department philosophy, etc.
2. The designing and distribution of films of class activities, lecture-demonstrations or excerpts from dance concerts presented by department students and faculty
3. Personal contact with high school counselors and dance and/or physical education teachers in secondary schools, and interpretation to them of department goals, curricular offerings and career opportunities
4. Guidance of secondary school students by means of career days
5. Presentation of lecture-demonstrations and concerts in secondary schools
6. Guest teaching of high school classes and dance clubs by qualified department students and faculty
7. Personal contact with potential students at dance symposia and workshops
8. Identification and encouragement of promising college students in nonmajor dance classes
9. Stimulation of interest in dance through offering dance appreciation courses
10. Publication of articles or news items concerning department activities and accomplishments in *Dance Magazine*, *Journal of Health, Physical Education, Recreation* and other professional magazines.
11. Publication of the dance curriculum in AAHPER's *Dance Directory* and other professional magazines.

B. Selection and Retention

Criteria for selecting and retaining students in dance depends upon the specific goals of the dance student. However, there certain qualifications which are requisite for almost anyone planning a career in dance:

1. Professional commitment, including the potential for the kind of sensitivity which will eventuate in a mature artist-teacher

2. The desire to transmit effectively the joy, beauty and aesthetic qualities of movement
3. Potential in the area of movement understanding and performance
4. A precise and accurate response to rhythm
5. Potential for aesthetic growth and intellectual attainment
6. Potential for humanistic interaction and communication.

Although in many instances it is essential and desirable to accept all dance major applicants on a probationary basis, a preliminary audition may be advisable in some situations, particularly in reference to performing majors. The audition can serve two purposes — place the student in classes according to his level and select those students whose potentialities are most promising.

Auditions might include all or some of the following:

1. Performance of a variety of techniques directed by the instructor
2. Demonstration of the ability to perform on sight one or two movement phrases taught as a part of the audition
3. Solving of a simple rhythmic problem
4. Response to one or two improvisational problems
5. Performance of a short dance that the student has either made or been taught prior to the audition
6. Personal interview with the auditioner to disclose the student's interests, goals, attitudes and clarity of verbal expression.

C. Counseling and Advising of Students

The student's progress needs to be reevaluated constantly and the student informed of his progress. A counseling system should be set up to give each student individual advice regarding his personal and professional growth.

The student should be encouraged to participate in dance performances and field experiences which will contribute to his personal and professional enrichment. Students and faculty interaction in all levels and aspects of the dance program should be encouraged.

D. Placement and Followup

Cumulative records on each student should be kept by the department to serve as a basis for student guidance and job recommendations. The department, in cooperation with the college placement service, should assume some responsibility for helping students find positions for which they are qualified.

The department should also institute a followup program in relation to its graduates. By maintaining contact with former students, the department can offer assistance to recent graduates, collect suggestions for curriculum improvement and solicit help in student recruitment and in obtaining information about job opportunities.

E. Certification

Although the need for certification for dance as a discipline, distinct from physical education, is only slowly being recognized, the increased employment of dance specialists in secondary schools is drawing attention to this need. Special certification of dance teachers in states such as Illinois, Michigan, Utah and Wisconsin has set an encouraging precedent to hasten the adoption of such practices by other state certification boards or committees. The future development of quality dance programs in secondary and elementary school systems will be contingent upon the certification and employment of fully trained dance experts as teachers and consultants.

VII. Facilities, Instructional Materials and Equipment

A. Basic Assumptions

1. Essential facilities, equipment and supplies for the basic institutional program in dance are sufficient in number, adequacy and quality to provide for all the dance activities outlined in the section on curriculum.
2. The dance complex will be designed to serve both men and women.
3. The dance complex will be a unit unto itself with an appropriate outside entrance.
4. The dance complex will be constructed, decorated and furnished aesthetically. It is particularly important that the dance personnel of an institution have opportunities for input to architectural planners to achieve the standards desirable for a dance complex.

B. Criteria for Determining Needs

Facility needs should be determined by a careful consideration of the following factors:

1. Relative to the amount of emphasis placed on various aspects of dance in the dance curriculum, facilities should include:
   - a. Teaching space (studios and classrooms)
   - b. Practice and choreography space
   - c. Rehearsal space
   - d. Performance space
   - e. Observation space
   - f. Study and research space
   - g. Auxiliary space and equipment for the above activity areas.
2. A minimum of one spacious studio should be designed for modern dance.
3. A minimum of one studio should be designed for multipurpose use for recreational dance forms.
4. Other studios should be designed according to need, i.e., ballet, tap and other movement-related experiences.

C. Basic Principles of Planning Facilities

Essential information on details of site planning, space dimensions, lighting, ventilation, acoustics, temperature control, storage facilities, safety, sanitation, etc. may be found in the 1972 AAHPER publication, *Dance Facilities*.

D. General Description of Dance Facilities

1. Studios for modern dance and ballet

a. Dimensions

125 square feet per person with a ceiling height of 18 to 20 feet are recommended minimums for a class studio. At least one dance area should be designed as a studio-theatre, with a minimum performance area of 30 feet x 40 feet, a ceiling height of 24 feet, and a raked or tiered audience area for observation and informal studio performances. Special requirements for such a studio-theatre may be found in the *Dance Facilities* booklet.

b. Floors

Resilient "floating floors" (air space between floor and foundation) of hardwood are necessary for all dance activities. Details on the finish and maintenance of floors may be found in the facilities booklet referred to above. *Note:* A resin-covered floor used for ballet point classes cannot be used also for modern dance classes.

c. Lighting

Studios should be well lighted and ventilated. Large windows are essential for aesthetic and pyschological reasons. Heavy duty wiring is essential for all studios, and numerous wall outlets should be available in all parts of the room. A studio-theatre requires adequate front, overhead and side lighting on separate dimmers operating from a single console. Wiring of general studio ceiling lights should be arranged so these lights can be used as "house lights" or as auxiliary overhead stage lights for studio-theatre performances.

d. Ventilation, temperature and acoustics

Provision for natural ventilation is highly desirable. Regardless of the system of heating and ventilation used, each room should be individually temperature-controlled. All dance studios should be soundproofed.

2. Studios for recreational dance forms

a. Dimensions

An area of approximately 9,600 square feet should be designed for social-recreational purposes. Ceiling height should be in proprotion to the room but never lower than 12 feet. Audience seating and special lighting should be provided for recreational dance demonstrations and performances.

b. Floors

Floating floors, as described above, are necessary. Hardwood floors should be sanded, sealed and treated so that the dancers can glide on them easily with dancing slippers or street shoes.

c. Ventilation, temperature control and acoustics

Requirements are the same as those described above.

d. Special equipment

Record players, tape recorders, microphones and speakers as well as record storage files are essential. The equipment can be either built into the studio or locked in a storage space especially provided for this purpose.

3. Faculty and student work studios
   Several small faculty and student work studios (approximately 20 feet x 30 feet) are highly desirable. These studios should be well ventilated and contain electrical outlets and ballet barres.
4. Storage and construction facilities for dance productions
   Space easily accessible to the dance studios and theatre should be provided for scenery and costume construction and storage. These rooms should have ceilings 18 feet to 24 feet in height. Specific details and a listing of necessary equipment for these areas are provided in *Dance Facilities*.
5. Other essential space needs
   a. Offices
   b. Men's and women's faculty and student dressing rooms
   c. Lecture-seminar rooms
   d. Therapeutic room

   Refer to *Dance Facilities* for specific details about these areas.

   A professional theatre with a large, well-equipped stage and moderately small seating capacity (500-750) should be readily available for dance productions.

Materials and Instructional Media

1. Library
   a. The library should provide a student reading area and adjacent well-ventilated, soundproof listening rooms, one of which should be large enough for taping music and making electronic tapes.
   b. The library should contain professional books and magazines, sheet music, records, sound and videotapes, films and dance notation scores.
2. Special equipment
   a. Mirrors
   b. Ballet barres (Two heights, 42 inches to 48 inches)
   c. Musical equipment
      (1) Piano for each studio
      (2) Built-in phonographs for each studio and portable phonographs for use in classrooms and student-faculty practice areas
      (3) Tape recorders
      (4) Built-in speakers
      (5) Storage space for records, tapes and percussion instruments
   d. Videotape machines and projectors, easily available for use in all studios
   e. Chalkboards and tackboards for each studio.

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PHYSICAL EDUCATION

FOREWORD

The need for guidelines for professional preparation in physical education is apparent. That such guidelines should be constructed by professionals who are active practitioners and theorists is imminently desirable. The AAHPER sponsorship of the Professional Preparation Conference of 1973 endeavored to utilize the thinking of active professionals who had indicated a desire for input. The Introduction to this document succinctly presents the rationale, philosophy, objectives, organization and conduct of the conference. Special Task Force papers on articulation, interrelationship, certification, auxiliary personnel and aquatics are included in the Appendix of this report.

It must be emphasized that this report is but one approach to undergraduate professional preparation in physical education. It does not represent the only way. The document provides guidelines for planning a sound professional preparation program in physical education with an emphasis on the learning-teaching components — nothing more. The document is not to be used in total as a basis for certification and it is certainly not meant to be used as the evaluating instrument in certification. Each institution must develop its own professional preparation program and is responsible for its own evaluative criteria. The document *is* a report of the careful thinking of many people. It is a document formulated by a carefully selected small group, critically examined and revised by over 400 people assigned to sections of the report, refined by 12 elected representatives of the examining group, and thoroughly reviewed by highly competent experts in the areas of professional preparation in physical education.

This document, then, is merely a first step on the long road to providing guidelines for professional preparation. Evaluative techniques still need to be conceptualized, devised, examined, refined and reviewed. In Part I the document concerns itself with professional preparation for physical education: Part II is concerned with professional preparation for specialized interests in athletics and therapeutics.

Much still needs to be done with regard to promulgating guidelines and standards for sound professional preparation in physical education. Alternate formats including nonteaching majors need to be considered, additional concepts must be suggested, competencies need to be extended. The establishment of professional preparation guidelines is a continual, mutating operation and concern of both practitioner and theorist. Each report or document presented is one more step along the road leading to professional competency and disciplinary excellence. Here, then, is a beginning.

Celeste Ulrich
Past Vice-President
Physical Education Division of AAHPER

PART I
PROFESSIONAL EDUCATION FOR PHYSICAL EDUCATION

INTRODUCTION

The concept of the discipline of human movement upon which this document is based involves the specific treatment of understandings and knowledges about man as a moving entity. The knowledges and understandings in the discipline are derived from all areas where movement is germane. The structure of the knowledges within the discipline involves research and application of the meaning and significance of movement as reflected in the sociocultural, historical, and philosophical aspects of movement; the growth and development of the individual; the physical, biological and behavioral factors influencing movement.

The term *physical education* is regarded by many as synonomous with human movement. Others view physical education as being an important part of the discipline but not encompassing the entire domain of human movement. Still others reject the notion that any change in terminology or focus should occur, preferring to remain solely within a well-established context. The controversy has brought forth many suggestions for name changes. Some represent diverse interests, others restrict their focus to singular interests.

As many persons have contributed to the compilation of this document, it therefore reflects a broad position attempting to represent the area of study and professional preparation traditionally called physical education.

Physical education may be included as an integral part of the theory and practice of human movement. The physical educator not only utilizes the knowledge within the discipline of human movement but also significantly contributes to the knowledge of human movement.

The physical educator must have an understanding of the meaning and significance of movement, the growth and development of the individual and the application of physical, biological and behavioral sciences to assist individuals in reaching awareness of self and others. Physical education through the medium of play, games, dance and sport can provide an opportunity for students to better understand how and why man moves as well as the consequences of his movement. Although the terms play, games, dance and sport are used throughout this report in the interests of continuity, efficient movement for daily living and the joy that is inherent in all the varieties of human movement are meant to be included as a part of this medium.

The approach taken by the Task Force in compiling the initial working paper and that used by the conferees at the Professional Preparation Conference at New Orleans was to discuss, react and synthesize the various philosophies and beliefs held by physical educators. The basic premise that guided this was that competencies can be identified, and human movement can be studied through the conceptual approach. This approach uses the concept as the organizing idea from which possible competencies and experiences are derived.

The major responsibility of institutions preparing teachers is to design and provide varied experiences which will enable individuals to develop the competencies of the kinds listed on the pages that follow. Although these concepts and competencies have been carefully developed by the many individuals involved, this list is not meant to be restrictive. Also, it may be highly desirable to identify a basic core of competencies or a level within several groups of competencies which all students should acquire. In any case, each student must develop a particular combination of competencies based on background capabilities, needs, and motivations. The clues to success seem to lie in a combination of traits that are peculiar to the individual and the teaching situation.

No institution can expect all its graduates to develop the same kind of competencies even though they have the benefit of similar experiences. Even in cases where individuals possess the same initial skills, they will not develop competencies at the same rate nor to the same degree.

The most successful professional preparation institutions will be those that assess the capabilities of incoming students and build upon the abilities possessed by the student at the time of entry. The experiences selected by or for an individual must result in an expansion or extension of existing abilities. The breadth and depth of opportunities available will play a large part in the overall quality of the final product.

The local school and community should identify those individuals whose combinations of competencies provide the "best fit" for that community and who have graduated from an accredited professional preparation institution and are certified to teach physical education. Each community will have different needs in terms of its teachers based on many variables. While a concept of "best fit" indicates a certain compatibility between teacher and community, it does not suggest a simple maintenance of status quo. Producers of teachers and consumers of education must work together to their mutual satisfaction.

Institutions must provide preservice experiences that will encourage beginning teachers to develop flexibility, creativity, and the ability to diagnose and prescribe for problems. Local schools must then utilize in-service training experiences that will assist the beginning teacher to become a fully effective influence in the lives of the children of that community. A college degree is not the end of education but rather the beginning of a professional life with ongoing educational experiences. Although a degree marks the achievement of certain competencies at certain levels, it should not be regarded as final at any level.

The reader's attention is directed to the Aquatic Council's paper in the Addendum of this book, the Dance Division's section, and the following AAHPER documents pertaining to professional preparation of the elementary school physical education specialist:

- *Professional Preparation of the Elementary School Physical Education Teacher*
- *Preparing the Elementary Specialist: Proceedings of the Lake of the Ozarks Conference.*

GENERAL EDUCATION

It is assumed that the prospective teacher in physical education will have the same general studies background as any other person in a teacher preparation program.

MEANING AND SIGNIFICANCE

Throughout the history of civilization, people have sought and used many avenues to find meaning and significance within the context of their culture. Human movement has been one of these means with play, games, dance and sport serving as symbolic formulations of ideas and reflecting man's needs. Each society has developed its own cultural variations and each individual within the society has his own personal philosophy, life style and needs. The question of why man moves and plays is therefore related to his culture and yet remains unique to the individual.

The study of human movement includes the students' individual concerns for meaning and significance through physical activity., The historical perspective and cultural context of movement provide the means by which problems and future directions may be understood. This, then, also relates to the society at large within which the physical educator will operate. Philosophy is a field of inquiry that attempts to help man evaluate his relationship to the universe through familiarity with the process of discovery and inquiry. The student should be able to develop a procedure for examining and establishing a value continuum.

Sociocultural Sub-Area

Play, games, dance and sport belong with the arts of humanity. Because they are a fundamental form of human expression, such activities have formed a basic part of all cultures, including all social groups and all historical ages. Movement experiences help individuals to understand their culture and other cultures. Sport reflects and affects society. Sport is an element of culture: a microcosm of society.

Concepts*	Competencies*
Play, games, dance and sport are fundamental forms of human expression.	1. Interpret modes of expression as they influence play, games, dance and sport. 2. Distinguish and identify variations in modes of expression as they occur in play, games, dance and sport.
Play, games, dance and sport are elements of all cultures.	1. Identify cultural elements. 2. Identify the nature of social institutions and the reciprocal influences of play, games, dance and sport and other cultural elements, such as politics and economics. 3. Describe cultural influence upon developmental patterns of play, games, dance and sport.
Play, games, dance and sport reflect society.	1. Identify, describe and interpret theories of play.

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*The concepts and competencies as listed are not meant to be all-inclusive.

	2. Identify, describe, and interpret theories of play as they are reflected in practice, in play, games, dance and sport. 3. Identify work ethics and their influence on play, games, dance and sport in America. 4. Describe and interpret the influence of sub-cultures (ethnic, racial, socioeconomic, etc.) on play, games, dance and sport.
Societal change may be brought about through play, games, dance, and sport.	1. Explain how social forces operate to bring about change. 2. Explain how play, games, dance and sport may be utilized to facilitate change. 3. Predict the possible social change which may be brought about through play, games, dance and sport.
Cultural values are transmitted through play, games, dance and sport.	Identify, describe, and evaluate the role, background, and expectations of social behavior demonstrating values and ethnics of society, e.g., sportsmanship, fair play, codes of etiquette.
Physical education is a media for transmitting play, games, dance and sport.	Identify current practices and trends in play, games, dance and sport.
Socialization takes place through play, games, dance and sport.	1. Identify the nature and interpret the role and importance of socialization. 2. Describe how socialization takes place through play, games, dance and sport.
Social values, practices and attitudes are constantly changing.	1. Identify recent findings in sociology and social psychology and relate these to play, games, dance and sport. 2. Describe and interpret the process by which social attitudes are changed and relate these processes in play, games, dance and sport settings. 3. Identify and interpret changing social practices as these affect practices in play, games, dance and sport settings.

Group movement experiences involve competitive and cooperative processes which may resolve or intensify social problems.	1. Identify and evaluate the problems which arise in cooperation and competition in group movement experiences. 2. Demonstrate and evaluate various roles in group movement activities — e.g., facilitator, blocker, information source, recorder.

Philosophical Sub-Area

Philosophy is a field of inquiry that attempts to help man evaluate his relationship to the universe through familiarity with the process of discovery and inquiry. The student should identify and gain a working knowledge of essential elements necessary to the process of philosophic inquiry and discovery in relation to play, games, dance and sport. The interaction and interrelationship of self-identity and classical system of thought establishes a framework for developing and understanding a position for action.

Concepts	Competencies
Human movement has meaning which may be examined through philosophic inquiry.	1. Identify philosophic systems of thought and their relationship to human movement. 2. Describe the processes of inquiry and apply to human movement. 3. Formulate a personal philosophy of human movement.
Play, games, dance and sport afford opportunity for man to inquire and discover his own nature.	Identify ways that persons realize and express individuality and uniqueness through play, games, dance and sport.
Play, games, dance and sport afford opportunity for man to inquire into and discover the nature of the relationship between himself and others.	Identify one's human condition which makes him similar to other human beings, leading to the development of a rationale for interdependence.
Human movement reflects the nature of the universe.	Identify and discuss the theories concerning the nature of the universe as they relate to play, games, dance and sport.
The individual is a co-participator, co-controller and co-creator of both the self and the universe within which he exists.	Compare the relationships between man and the universe through his play, games, dance and sport.
Behaviors reflect philosophical attitudes.	1. Identify several types of behaviors exhibited in play, games, dance and sport in contemporary societies.

2. Identify the need for human individuality and worth in relation to societal need and requirements as expressed in play, games, dance and sport.

Historical Sub-Area

Knowledge of man's heritage facilitates enriched understandings and meanings in contemporary culture, including understanding the perspective of time and place as well as values attributed to physical activity. This knowledge should also include the historical development of play, games, dance, sport and physical education as a profession.

Concepts	Competencies
The development of play, games, dance, sport and physical education closely parallels the historical development of man.	1. Identify and interpret the importance of historical influences. 2. Relate the events and ideas of the history of human movement to society. 3. Identify and interpret the development of play, games, dance and sport in the American culture.
Understanding man's historical involvement with play, games, dance and sport affords the individual dimensions for acquiring meaning and better understanding of man's past.	1. Identify the origin and development of significant forms of play, games, dance and sport evolving from the past. 2. Identify the purposes that the various forms of play, games, dance and sport served in past cultures.
An understanding of contemporary forms of play, games, dance and sport is influenced through knowledge of significant forms of human movement growing from past cultures.	1. Identify the social, political, economic, philosophical and religious conditions in past cultures which have influenced forms and purposes of contemporary play, games, dance and sport. 2. Relate past forms, purposes and cultural conditions to present-day conceptions of play, games, dance and sport. 3. Identify significant persons, institutions and events which contributed to the evolvement of present-day play, games, dance and sport.

Play, games, dance and sport have each had a historical development. Physical education has developed as a profession and is intimately related to the development of play, games, dance and sport.	Trace and relate the relationship of the development of play, games, dance, sport and physical education.

GROWTH AND DEVELOPMENT

In all aspects of human growth there are sequential and developmental phases which can be identified. While physical and motor development accrue within the context of total growth and development, the human being grows as a matrix of the psychomotor, affective and cognitive domains, with a wide variation within each chronological age group. For optimum development, a child must have the opportunity to learn and practice in those domains which enable him to interact with an ever-changing environment.

Concepts	Competencies
The human is a constantly developing organism with maturation and degeneration following a predictable sequence	1. Identify patterns of growth and development and interpret their effect on behavior. 2. Identify the effects of maturation and degeneration on various developmental indices and patterns. 3. Assess physical, mental, emotional and social behavior of children in relation to sex and maturation levels. 4. Assess motor development.
Holistic development is influenced by matrixed interaction of the psychomotor, affective and cognitive domains within each individual; however, the psychomotor domain assumes great importance in early development.	1. Identify the relationships between sensory, perceptual and motor development. 2. Assess the physical, mental, emotional and social development of individuals in relation to maturational patterns.
Human development influences and is influenced by movement.	1. Identify the role of the various systems (muscular, skeletal, nervous, etc.) as they are specifically related to movement. 2. Identify and utilize the particular patterns of growth and development, both physical and psychological, in determining appropriate competitive and cooperative movement experiences at different age and skill levels.

	3. Identify the positive and deleterious influences of movement on growth and development.
Children exhibit wide variations in development because of genetic and environmental influences.	1. Identify factors that contribute to the uniqueness of each individual as well as likenesses among individuals and utilize these factors in developing movement experiences. 2. Identify and interpret hereditary, societal and environmental factors that influence human movement. 3. Identify, assess and compare variation in physical attributes (stature, body build, shape, rate of growth) of persons of the same chronological age. 4. Identify and compare various theories of perceptual motor function and dysfunction.
Theories and knowledges of human growth and development influence curricular and instructional decisions.	Select and utilize a variety of progressive activities with reference to the general structural functional growth factors.
Acceptance of human behavior is dependent on understanding of individual differences.	1. Guide children in the exploration of their talents. 2. Identify behaviors which help children to understand and accept differences in each other.

INTRODUCTION TO SCIENCES

Scientific knowledge of how man moves and functions is derived from a variety of sources. Basic to an understanding of movement is knowledge of the development, structure and function of the systems of the human body and of the interaction of all systems in effective behavior. Findings, theories and tools from the fields of psychology, sociology, physiology, anatomy, neuroanatomy, neurophysiology, biochemistry, physics and mathematics contribute to the study of man's being.

The field of physical education contributes to and enhances the knowledge concerned with man as a moving entity. Physical education teachers must draw on knowledge from various basic disciplines as well as utilize experimentation and invention within their own field in order to better understand the problems related to fitness, skill acquisition and stress.

Physical and Biological Sciences Sub Area

Human movement can be understood by application of the laws which govern the universe. Performance may be enhanced through application of knowledge of mechanical laws and understanding of man's response to stress on various biological systems. Within hereditary limitations the human body can be modified and/or shaped through the effects of movement.

Concepts	Competencies
Physical and biological scientific knowledge about human movement is derived from a variety of disciplines.	1. Identify the concepts in the fields which contribute information to human movement knowledge and theories. 2. Interrelate the contributions from fields which provide information on knowledge and theories of human movement. 3. Evaluate the contribution physical education makes to scientific knowledge and human movement theories. 4. Contrast and evaluate contributions of physical education with the contributions made by cognate fields to human movement knowledge and theories.
The structure of the human body enhances and delimits movement.	1. Describe the structure of the systems of the human body. 2. Identify the influence and restrictions on movement potential inherent in this strucutre.
Human movement is dependent upon biochemical and physiological dynamics within the human body.	Identify and describe accurately both as they occur at rest and during exercise: the basic metabolic processes; the principles of gas exchange betwen the body and its environment and among the various body compartments; the dynamics of circulation; the dynamics of muscular contraction; and the relationship of nutrition to physical performance.
Human response to exercise varies with the level of physiological conditioning and the environment within which the exercise is undertaken.	Interpret the basic physiological responses to exercise as they are affected by hot, cold, altitude, water environments and chronic exercise.
The human body is equipped with biological control systems which regulate the basic responses to exercise.	1. Explain the theory and principles of positive and negative feedback in control systems. 2. Identify the ranges and limits of displacement of homeostasis within human physiological systems.

	3. List and explain aspects of biological control of homeostasis within the human organism.
The intricate relationship existing between the nervous system and the muscular system plays a significant role in learning and performing movement skills.	1. Describe the structural and functional relationship between the nervous and muscular systems. 2. Describe the role of kinesthetic feedback in the successful performance of a movement skill. 3. Identify movement experiences which will encourage development of adequate perceptual-motor skills and understanding of self. 4. Identify neuromuscular and neurophysiological mechanisms whose functions provide guidance in selecting learning experiences and practice procedures.
Human movement is governed by the laws of mechanics.	1. Analyze a skill by observing, describing and quantifying displacement, velocity and acceleration of movement. 2. Determine the effect of gravity upon the body and upon objects as they move through space. 3. Distinguish between the types of motion and the paths an object may follow within each type of motion. 4. Determine the force requirements for moving objects and the mechanical laws regarding force application. 5. Determine the optimal sequences of movement from the performance of selected movement skills.
The form and effectiveness of movements are affected by the interrelationships of anatomical, physiological, mechanical, developmental and environmental factors.	1. Trace the developmental changes in structure and physiological processes and analyze their effects on movement. 2. Synthesize knowledges from scientific areas in order to recognize aspects of movement which do not adhere to singular principles and determine the cause of these deviations. 3. Detect deviations in movement characteristic of diagnosed medical conditions relevant to physical activity.

Movement may cause debilitation.	1. Utilize appropriate procedures in the prevention and care of injuries generally associated with physical activity. 2. Render first aid within the limitations of responsibility to the student and to the physician. 3. Conduct a program of rehabilitation under the supervision of the physician. 4. Identify and utilize proper conditioning procedures for each activity. 5. Identify and utilize approved and safe playing and protective equipment. 6. Identify and apply safety factors in facility utilization. 7. Develop and utilize an adequate system of accident reporting and follow-up procedure.
Knowledge of movement is improved by the use of descriptive and analytical techniques.	1. Identify and utilize vocabularies of movement description. 2. Utilize techniques for anlayzing movement. 3. Communicate the results of the analysis of movements.
Knowledge of movement is enhanced through understanding and use of evaluative techniques.	1. Describe the various criteria used to evaluate movement. 2. Analyze the variations possible within the limitations prescribed by the criteria. 3. Utilize appropriate tools and measuring devices in evaluating movement.
Human variability increases the complexity of movement analysis.	1. Identify and evaluate individual capabilities in the performance of learned movement patterns. 2. Identify deviant human structural and functional characteristics and design approaches for accommodation.

Behavioral Science Sub-Area

Man, a complex organism, exhibits various patterns of behavior, many of which are predictable and can be modified. Behavior exhibited in the learning of skills and physical performance relates to psychological and sociological concepts and can be studied in relation to the specific demands of physical education.

The behavioral scientific area is defined as those knowledges and principles concerned with the psychosocial elements as they apply in the acquisition and performance of complex movement.

Concepts	Competencies
Learning is explained in terms of theoretical constructs.	1. Identify the theoretical structures which explain learning. 2. Explain how the execution of a skilled movement pattern involves the correct processing of information. 3. Relate learning theories to the skill learning process.
Skill learning refers to a change in behavior which is demonstrated by effect or action.	1. Describe various levels of skill proficiency. 2. Evaluate various levels of skill proficiency.
The goal of a movement task guides the overall behavior pattern.	1. State goals involved in skill patterns. 2. Relate goals to performance plans.
Skilled movements involve the effective interplay of response mechanisms.	Explain the mechanisms involved in executing a skilled response.
Factors that affect learning and performance in turn have an effect on the psychosocial integrity of the performer.	1. Identify the relationship of personality characteristics and participation in physical activity. 2. Explain how individuals use movement experiences to fulfill psychosocial needs.
Feedback is an important variable affecting learning and performance.	1. Explain the nature of feedback. 2. Differentiate among the various types of feedback. 3. Explain the purpose of feedback.
Motivation affects learning and performance.	Identify and utilize theories in motivation as it affects learning and performance.
There may be different learning for beginning and highly skilled performers.	Identify those principles of learning that may be differentially applied to various stages of learning.
Stress, anxiety and frustration increase levels of arousal leading to aggressive behavior.	1. Analyze the role of stress, anxiety and frustration in learning situations. 2. Apply theories of aggression to explain agressive behavior.
Group and individual conflicts may arise from physical activities.	1. Identify the nature of conflict as it occurs in the individual or the group. 2. Identify psychosocial situations which may induce individual or group conflict. 3. Analyze various means by which conflict may be utilized or resolved.

RESEARCH FOUNDATIONS

Research is basic to any discipline or profession. Research should be an integral part of all appropriate content, methods and field experiences during the undergraduate professional preparation program. Competencies should center around the reading, interpreting and applying of basic research findings and the initiation of scientific inquiry into problem solving.

Concepts	Competencies
Scientific method is essential to effective problem solving in research.	1. Identify the basic principles and values of the scientific method and differentiate from other processes used to make decisions and solve problems. 2. Identify similarities and differences among basic research methods.
Appropriate research design and careful collection of data are critical for meaningful results and interpretation of research findings.	Select appropriate research designs and methods of data collection.
Familiarization with research resource materials is indispensable to optimal professional growth.	Identify, locate and utilize appropriate research resource materials.
Basic statistical methods are necessary for meaningful analysis of certain kinds of data.	Identify and utilize basic statistical methods.
Problem solving implies logical, sequential processing of data.	Complete and report on a small independent research project.
Application of research findings leads to more effective professional endeavors.	Read and comprehend selected research reports related to physical education and apply selected research findings to practice in physical education and/or athletics.

DEVELOPMENT OF PERSONAL PERFORMANCE COMPETENCIES

The physical educator's prime consideration is the utilization of knowledge within the discipline of human movement to aid people in realizing their personal potential. The physical educator must develop the personal performance competencies to assist individuals to achieve their developmental objectives through the medium of play, games, dance and sport. Developmental and creative patterns can provide an opportunity for students to better understand how and why man moves as well as the consequences of his movement.

Concepts	Competencies
The ability to move effectively is a desirable attribute for a successful physical education teacher.	1. Develop individual basic locomotor, axial and manipulative movement patterns to the extent that they are performed easily and without cognitive awareness of the performance. 2. Identify the personal satisfactions of movement involvement for self and others.
An optimal level of fitness is a desirable attribute of a successful physical education teacher.	1. Develop an optimal level of physical fitness. 2. Participate in physical fitness activities and describe the resultant feelings. 3. Demonstrate composure under normal conditions of stress and relate to other aspects of psychosocial fitness.
An understanding of the cognitive, affective and psychomotor dimensions of the skills involved in various activities is necessary for effective teaching.	1. Identify and analyze cognitive, affective and psychomotor dimensions of skills in a wide variety of activities. 2. Utilize these principles and concepts in helping others develop their skills.
Physical skill in a variety of motor activities is essential for a successful physical education teacher.	1. Develop a level of skill adequate for demonstration purposes at the beginning or intermediate level in several areas of motor activities. 2. Pursue a high level of skill in one or more of the organized activity areas.
In order to be effective the teacher must possess certain knowledges.	1. Identify and interpret the established rules and strategies of sports activities. 2. Identify and interpret the basic form of music structure and rhythm as used in activity programs. 3. Identify safety factors and controls. 4. Identify cultural factors expressed in movement patterns. 5. Indentify and interpret sensory input involved in movement patterns.
Creativity is a desirable attribute for an effective teacher.	1. Create movement sequences utilizing basic components of movement. 2. Create game strategies for various individual, dual and team sports.

3. Choreograph routines done to music and/or rhythmic instruments in gymnastics, synchronized swimming, exercise and dance.
4. Choreograph compositions in dance or aquatic art.
5. Select materials to present to students which will make discovery an exciting and enjoyable experience.
6. Present material selected in a variety of unusual or innovative ways.
7. Create, modify, or combine games and activities at different age levels.
8. Demonstrate a creative two-way integration of sport and physical education with the expressive and communicative arts.
9. Identify the connection between personal freedom and responsibility which allows for unrestricted creative expression.

Learning environments which foster creativity are essential to the principles of humanistic education.

1. Articulate the nature of and need for creativity in movement.
2. Motivate others in the development of creative movement behavior.
3. Provide experiences in which achievement is not hindered by fear of failure or success.

MODES FACILITATING LEARNING

The purpose of education is to insure that the student learns. When constructive learning takes place the successful achievement of educational objectives has occurred.

The manner in which a child learns is currently in such review that no discussion of methodology for the 1970's can take place until certain concepts and trends have been discussed.

I. The Divergence in Modes and Models Facilitating Learning

With the expanding curriculum and commensurate focus on Humanistic Education the emphasis in the 1970's is divergent in nature:

A. Traditional Emphasis
   1. Teacher giving — children receiving
   2. Teacher controlled tests and evaluation
   3. Teacher prepared curricula
   4. Students behave through massed response

B. Continued Development
   1. Associationist learning concepts (e.g., programmed instruction)
   2. Holistic teacher learning
      Based upon changes in the immediate and total environment (e.g., games)
   3. Cybernetics
      Information is processed logically through varied amounts and quality of feedback (e.g., computerized instruction)

C. Humanistic Education
   1. Child given certain decision-making powers
   2. Total environment involved in learning process
   3. Curriculum and evaluation based on student input; his needs and interests.

II. The Centering of Emphasis Away from Past Myths

The focus is the development of positive attitudes developed personally in the learner leading to regular exercise and proper organic functioning and away from the myth that physical fitness can be attained and maintained through physical activity classes alone.

The emphasis is toward the provision for early childhood initiative in the development of simple concepts and habits, which will set the stage for more mature levels of comprehension and analysis at later stages of the child's growth. This is in direct opposition to the myth that the early child is so immature that learning is a passive process.

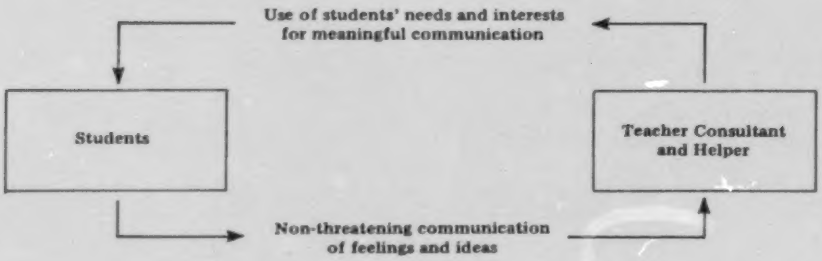
III. The Growing Technocracy in Education

The use of computers, audiovisual equipment and increasingly sophisticated learning laboratories have facilitated the learning process. Mechanical devices have become more convenient through continual refinement and improvement, and much more accessible through the training of operators, technicians and maintenance personnel.

IV. Recognition of the Need to Personalize or Maintain Humanism in Education as the School Becomes More Mechanized

Humanistic education has arisen because educators are fearful that automation will produce automatons.

A Goal Sharing Concept — The Interaction Process


Use of students' needs and interests for meaningful communication
Students
Teacher Consultant and Helper
Non-threatening communication of feelings and ideas

Concepts	Competencies
Communication and perception are requisites for teaching and learning.	1. Identify and utilize various modes and models of communication. 2. Utilize various types of instructional media and analyze their effectiveness. 3. Demonstrate skills of presentation, probing and accepting student ideas.
The teacher and student communicate with each other through personal behavioral characteristics.	1. Identify verbal and non-verbal behaviors designed to promote two-way communication. 2. Identify barriers which prevent communication between the teacher and student. 3. Differentiate various models of communication which focus on personal behavioral characteristics.
Task analysis facilitates decisions on type and intensity of communication models.	1. Classify various movement patterns into logical, workable taxonomies. 2. Construct and utilize checklists and rating scales outlining the fundamentals of selected movement patterns. 3. Select and analyze movements by beginners and compare with movements exhibited by skilled performers. 4. Share self-evaluation techniques with peers and utilize methods by which peers can help each other.
The learning process is influenced by interpersonal relationships.	Identify factors revealing the need for promoting interpersonal relationship between student and student, teacher and student.
Learning is facilitated by planning.	1. Plan, utilize and evaluate a variety of teaching modes. 2. Plan teaching strategies to be evaluated in terms of the student's unique pattern of development, interests and needs. 3. Create, utilize and evaluate a learning environment.
Variety in educational experiences facilitates the learning process.	1. Identify nonmanipulative methods of facilitating learning. 2. Identify varied modes of communication which require learner involvement.

	3. Identify and utilize methods which help the learner to engage in critical thinking. 4. Demonstrate and evaluate varieties of teaching styles which do and do not involve the child in responsible decision-making. 5. Review a variety of teaching strategies identifying advantages and disadvantages.
The acquisition and refinement of teaching skills and the ability to work with people in varying environments are dependent upon well planned and guided laboratory and field experiences.	1. Compare and contrast field experiences with laboratory experiences in learning situations. 2. Identify and evaluate teaching modes used in field and laboratory experiences. 3. Observe and evaluate different abilities in students. 4. Identify and analyze the activities of children at play. 5. Determine the type of environment selected by most children for non-directed play. 6. Relate the goals of the learning experience with the methods employed. 7. Identify and evaluate activities selected by children which may present continuing participation opportunities. 8. Identify techniques in the field experience which increase the child's capacity for self-evaluation.
The determination of progress towards goals is dependent upon identification of the student's entry, interim and terminal behavior.	1. Identify lesson planning techniques which allow freedom for students to make individual progress. 2. Evaluate teaching strategies which allow for individual growth.
Students can learn self-direction through developing skill in self and peer evaluation.	Identify and demonstrate techniques which permit students to assess themselves in specific teaching and learning situations.
Behavioral modifications are facilitated through the provision of a nonthreatening environment.	1. List and evaluate threatening environments where fear is used to motivate children's learning. 2. Compare situations where children are asked to make behavioral modifica-

tions with and without being made accountable.
3. Identify the effects of outside observation on students' learning progress.
4. Demonstrate positive and negative reinforcers in a learning situation.
5. Provide a variety of learning opportunities to demonstrate growth of self-image.

Evaluation is an ongoing process related to the learner, the learning process, the subject matter and the interaction between the learner and the teaching.

1. Compile and evaluate input from various sources for specific learning situations.
2. Compare and evaluate various strategies for teaching in a learning situation.
3. Contrast student and teacher evaluations of varying difficulty levels of subject matter in movement tasks.
4. Identify and utilize procedures designed to give objective information about classroom behaviors.

CURRICULUM PLANNING AND ORGANIZATION

The purpose of the physical education curriculum is to provide planned learning opportunities designed to transmit identifiable physical education behavioral objectives that aid the student in becoming an effectively functioning individual in his current cultural environment.

The overall physical education curriculum plan consists of the following elements, all closely interrelated: general and specific behavioral and performance objectives; a detailed description of the learning opportunities; explicit provision for the instructional strategies and methodologies to be employed; a continuous plan of assessment for each pupil and for the program based on current concepts of formative and summative evaluation; a plan for the economical assignment and utilization of instruction areas and facilities; the provision of suitable equipment and supplies; and an administrative plan which continually evaluates and oversees the coordination of all these elements into a unified, effective curriculum and instruction plan and program.

Concepts

Education, philosophy and physical education objectives are identified on the basis of student needs and societal expectations of our cultural environment.

Competencies

1. Identify student needs.
2. Appraise societal expectations in a changing environment.
3. Relate the function of physical education objectives as they apply to education generally.

	4. Identify the physical education behavioral objectives which are to be achieved by the student. 5. Utilize techniques to evaluate student and societal needs. 6. Identify how student and societal needs influence curriculum development. 7. Identify growth and development characteristics of students and relate how these affect curriculum.
Curricular experiences are selected on the basis of the education and physical education objectives to be achieved by the student.	1. Interpret the relationship between behavioral objectives to be achieved and the instructional content experiences that students should be provided to achieve these objectives. 2. Identify in proper proportions together with the interrelatedness of each the activity, knowledge and social learning opportunities needed to develop the total individual.
The physical education curriculum consists of all learning opportunities planned and provided for the instruction of each student in order to achieve the objectives of the program.	1. Identify and utilize the principles and procedures for developing a physical education curriculum. 2. Interpret how all phases of learning relate to achieving behavioral objectives. 3. Relate psychomotor, cognitive and affective learning opportunities to objectives. 4. Identify and provide maximum opportunities to learn through multisensory modes.
Selection of specific curricular experiences is based on the results of continuous evaluation of students in terms of objectives.	1. Select instruments for evaluating the needs of students in terms of objectives and utilize these instruments to identify specific needs of students. 2. Utilize the results of evaluation in selecting the kind of learning opportunity and the degree of emphasis each learning opportunity should be allocated. 3. Consider the maturational level of the student in selecting appropriate and effective activity experiences to achieve the identified objectives.

The curriculum is individualized.	1. Individualize the curriculum so that each student can perform and learn continuously at an appropriate rate of progress. 2. Develop cumulative student performance records and utilize these records to identify proper educational opportunities as the student progresses through the physical education curriculum. 3. Utilize student participation in selecting student learning goals. 4. Identify and utilize ways in which teacher and student objectives may be focused in a single effective direction. 5. Provide the student with increasing opportunities to elect activities as he progresses.
Effective implementation of curriculum is dependent on adequate supportive factors such as administrative policies, facilities, equipment and faculty.	1. Develop and utilize administrative policies necessary to implement a program of physical education. 2. Utilize the facilities and areas of the school, the community, and the region most effective for the achievement of the goals of the program. 3. Select activities appropriate to the facilities and environments available. 4. Utilize equipment, supplies, court and field areas effectively in implementing the program. 5. Identify various program organizational procedures such as flexible scheduling, differential staffing and independent study techniques.
The physical education curriculum consists of activities from which appropriate learning opportunities are selected and planned for each student according to needs, interests and maturation level.	1. Identify growth, development and maturational levels as they relate to curriculum planning. 2. Identify appropriate activities for each grade level. 3. Distinguish needs and interests based on sex differences. 4. Identify the needs of atypical students and provide learning opportunities to meet these needs.
Programs are planned locally and adapted to local conditions.	1. Interpret the relationship of the legal structure of education to planning local curricular offerings.

	2. Utilize the people of the community in developing curriculum. 3. Identify and utilize available information on the characteristics of the local cultural environment. 4. Identify, evaluate and utilize local student interests and needs. 5. Identify the democratic procedures for curriculum development and participate in the process.
Curriculum evaluation and revision is a continuous process.	1. Identify the purpose, procedures, methods and instruments to be used in evaluating a total physical education program. 2. Develop a plan for evaluating each element of a functional physical education curriculum. 3. Revise curriculum on the basis of the results of the evaluative process.

ADMINISTRATION

The purpose of administration is to facilitate the teaching-learning process. Ultimate responsibility for all educationl programs rests with the general school administration. Responsibility for physical education is delegated. Hence, physical education programs are dependent upon good administration. All physical educators should maintain interest in general school administration as well as in physical education administration.

Concepts	Competencies
Administration should involve the democratic process.	1. Develop operational policies in conjunction with faculty and students. 2. Evaluate teacher effectiveness. 3. Identify, interpret and utilize effective group dynamics, procedures and efficient techniques involving cooperative effort. 4. Utilize democratic principles in decision making. 5. Identify situations where it is inappropriate to use the full democratic process. 6. Establish and maintain rapport with students, teachers and administrators based on integrity, mutual understanding and respect.

Administration involves interaction between the school and the community.	1. Relate effectively to all socio-economic, racial and ethnic groups. 2. Utilize various community resources. 3. Interpret the relationship between sport and physical education to the community. 4. Interpret the relationship of physical education and general education to the community.
Administration involves a knowledge and understanding of the organizational structure of the institution.	1. Identify various patterns of administrative organization and interpret within one's own institution. 2. Identify the decision-making structures and develop the capability to initiate changes within the setting. 3. Establish and maintain records and reports.
Decision-making responsibilities should be understood by faculties, students and administrations.	1. Identify and delineate the roles of administration, staff and students. 2. Identify principles involved in decision making, policy making and delegating. 3. Identify and interpret the relationship of administration and supervision.
All available resources need to be utilized for the optimum development of all concerned.	1. Establish equitable priorities in terms of staff, budget, time, program safety, legal liability, insurance, etc. 2. Identify and use resources in the most efficient manner. 3. Initiate change based on understanding of research findings.
Organizational ability is an essential component of good administration.	1. Plan for and utilize personnel, facilities, equipment and supplies efficiently. 2. Establish, implement and evaluate appropriate policies and procedures. 3. Relate the total physical education program to the organizational structure of the total educational pattern. 4. Identify and interpret the various business negotiations associated with an effective program.
Effective human relations are essential to good administration.	1. Provide an environment conducive to creative activity and efficient learning.

	2. Relate to students and faculty interests. 3. Motivate staff to promote high standards and to encourage scholarly endeavors. 4. Guide group toward stated goals. 5. Utilize and help all personnel realize maximum potential. 6. Identify rights and privileges of students and faculty. 7. Eliminate discriminatory practices. 8. Identify and utilize standads of professional ethics which encourage reciprocal respect between administration, staff and students.
The task of administration is to interpret the program.	1. Establish public relations and interpret program and program concepts to faculty, students and community. 2. Support professional organizations, their role and function.
Administration facilitates learning by supplying the physical, psychological and social environment needed to promote optimal learning.	1. Identify procedures for staff selection, promotion, in-service training, etc. 2. Identify various systems of scheduling (modular, flexible, etc.). 3. Establish and implement service procedures which support the learning program. 4. Improvise where necessary. 5. Evaluate procedures and program.

INTRAMURALS

Intramural activities are part of the total educational curriculum. Intramural programs are characterized by the fact that:

1. They are school sponsored.
2. They are conducted within a variety of settings.
3. They are voluntary in nature.
4. Participants receive little or no instruction in the skills of the activities offered outside of the physical education classroom.
5. They provide opportunity for all students to participate.
6. They provide competition for appropriate skill and growth levels.
7. The activities are offered to the students either as structured or unstructured entities.

Concepts	Competencies
Participation in intramural activity is determined by individual and collective goals and needs.	1. Differentiate the role of sport and recreation in education and society. 2. Identify the role of recreational and competitive activity at different levels in personal development. 3. Identify and interpret the role of lifetime sports in leisure patterns of individuals in our society. 4. Relate the educational role of intramural programs in the development of skills.
Intramural activities are organized and structured in different ways in different locales.	1. Identify institutional organization patterns. 2. Identify local, district, state and national organizations involved in the conduct of intramural activities. 3. Initiate change when appropriate.
The administrative structure of intramural activities serves to facilitate the programs.	1. Identify the teacher's role and the philosophy of the total program. 2. Design programs to meet the total needs and interests of the school community. 3. Identify and propose solutions to problems related to administration of the program. 4. Identify and take action to resolve behavioral problems. 5. Identify and utilize procedures to govern the conduct of spectators at intramural games and contests. 6. Organize and supervise local organizations in the conduct of intramural programs.
Intramural programs involve an ongoing evaluation relative to objectives, outcomes, and student interests and needs.	1. Evaluate the total program. 2. Evaluate immediate and long term effects of participation on the social development of individuals. 3. Relate and interpret the choices of activity participation of individuals and groups with those activities prescribed.

Coaching

Note: Concepts and competencies applicable for the physical educator who desires both breadth and depth of preparation in athletic coaching are included under "Professional Preparation for Specialized Interests," pages 52-56.

EVALUATION OF PROFESSIONAL PREPARATION PROGRAM

The effectiveness of a department of physical education and its status within a college or university depends in large measure upon the quality of its faculty. Diversity of competencies, opinions, styles and experiences contribute to the quality of education.

Faculty

Competence and Utilization of Faculty

Physical education faculty members engaged in programs of teacher education should have the education and experience to provide quality instruction, pursue research and render public and professional service.

The physical education faculty should:

1. Be selected according to their ability to provide depth and breadth of experience in area(s) of assignment based on the needs of students and the program.
2. Exhibit excellence in the competencies identified for effective teaching at the collegiate level.
3. Exhibit scholarly performance as reflected by publications, research and/or recognition by professional peers in the field of specialization.
4. Be active in professional organizations and keep informed concerning current practices, problems and trends in the profession.
5. Communicate effectively with colleagues, students and the various publics both inside and outside the college community.

Conditions for Faculty Service

The quality of a professional preparation program is dependent upon the total atmosphere in which the programs are implemented as well as the quality of instruction.

1. Departments within each institution should be structured so that the purposes of the institution and the nature of the profession are best met. Whether departments are separate (men and women) or combined, the overriding concern should be to provide the best instruction for every phase of the program regardless of who provides that instruction.
2. Size of the faculty should depend upon the extent of the program and be adequate in number so as not to exceed desired work load guidelines set by the policy of the institution.
3. Faculty work loads should be based on responsibilities and include assignments which allow application of strengths in education and ability.
4. Institutions should provide sufficient office, instructional, research and other space necessary for faculty members to carry out their assigned responsibilities.
5. Adequate resources and instructional media should be provided.
6. Physical education faculty members should have the same opportunities for advancement in rank and salary as are given to members of other departments within the institution.
7. Leaves, health benefits, and retirement programs should be available to all faculty members.

8. Equal opportunity employment and salary practices commensurate with qualifications and responsibilities should prevail.

Part-Time Faculty

The need of the institution for a special competence not represented on the regular faculty and/or the need for additional service in areas of competence already represented on the faculty may require employment of faculty on a part-time basis.

1. The quality of part-time faculty instruction should be comparable to that of the full-time faculty.
2. Part-time faculty service should be oriented toward the educational objectives of the institution and department.
3. The use of specially trained and/or professional performers may afford learning experiences of superior quality; however, these should be considered as interim appointments.
4. Excessive use of part-time faculty should be avoided.

Faculty Involvement with Schools

The commitment of the physical education faculty is to the needs of the educational process as a whole as well as to institutional programs.

Teacher exchange among institutions at all levels of instruction and cooperative projects with public schools are desirable.

Students

Selection

Students should bring certain competencies with them to the college situation. These include academic capabilities as well as physical, psychological and social attributes determined by the program demands and objectives of the institution. For students who enter the teaching field in physical education, skill in movement, ability to relate to people, experience working with children and youth, leadership experience and a service orientation are important prerequisites.

In addition, appreciation for and experience in play, games, dance and sport are valuable assets. Students who have developed a concept of human movement and body awareness as well as a realistic understanding of their movement capabilities, potentials and limitations will be better prepared at the time of entry and should profit more from their professional pursuits.

Two year colleges may be responsible for an increasing number of students planning to complete their education in a four year institution. Therefore, it is essential that there be consultation between the respective faculties resulting in identification of major students and articulation of programs. Attention is called to the Task Force paper on "Junior College Articulation" (see pp. 131-141).

Recruitment

Students who enter a specific program at a given college do so for various reasons, a few of which are geographical location, availability of financial aid and attractiveness of the college offerings.

It is an obligation of each department within the college or university to have available literature which explains the admission policies and standards, objectives and content of the program. Students should be aided in the selection of a college based on their expectations, objectives and competencies.

One of the more salient points which aids students in selection is the college's reputation for a specific area of study. Faculty and alumni involvement in recruiting is a valuable source of attracting qualified students.

Retention

The retention of students in a program should be based on evidence of satisfactory progress toward the competencies as defined. This presupposes that all students are evaluated upon entry. Periodic evaluations should be made including such things as:

1. academic record
2. faculty evaluations
3. student self-assessments
4. involvement in activities beyond ongoing program
5. progress toward specific competencies as defined in the program.

Each student will need the ongoing assistance of a faculty advisor in clarifying professional goals and program planning.

Placement

The institution should assist with the "best fit" concept between student and school or community. Students should be aware of the opportunities that exist and placement opportunities should be clearly defined. The institution should aid the graduating student in securing a position by:

1. maintaining a Placement Bureau
2. writing appropriate recommendations
3. providing referral service on available positions.

Evaluation, Program Planning and Review

The curricula including competencies and experiences are planned to achieve educational goals. The planning that determines this is based on the current evaluation of student needs, societal needs and physical education as a profession. One plans on the basis of evaluation and one evaluates on the basis of planning. It is important to keep in mind the symbiotic relationship that exists between the two.

The extent to which there is optimal planning and evaluation is governed to a degree by the personnel and resources found at a given institution.

Several common fallacies exist regarding evaluation:

1. There is a tendency to limit evaluation to those things which can be measured in units that can be counted. Instruments and techniques need to be devised that allow value judgements to be made of student and teacher attainment of goals.

2. Frequently evaluation is viewed as an intermittent, terminal process rather than a continuous one with the emphasis on knowledge acquired. The timing of the process, the quality of the instruments used and the expertise employed are requisites of quality evaluation.

3. Too frequently evaluation is done by one person as opposed to a consortium of evaluators functioning in a cooperative, ongoing relationship throughout the professional experience. Individuals and selected agencies need to work both separately and together to gather evidence of adequacy on performance. This includes self-assessment, peer assessment, teacher assessment and assessment by other qualified personnel.

Teacher preparation programs should be performance or competency based with a field-centered approach. The key concerns include:

1. Identification of skills, knowledges and attitudes to be demonstrated by the students.
2. Identification of experiences designed to accomplish these competencies.
3. Determination of criteria to be accepted as proof of achievement.
4. Constant assessment of the student's rate of progress based on performance rather than time or course completion.
5. Attention focused on "exit behavior."

Appraisal and fact finding are basic to the evaluation process and often result in recommendations for change. Total evaluation is not achieved until valid changes are made and, in turn, evaluated in terms of desired results.

PART II
PROFESSIONAL PREPARATION FOR SPECIALIZED INTERESTS

COACHING

Sports influence the life, development, philosophy, personality and character of participants. One of the most important factors influencing participants and assisting them to achieve desired educational goals is the coach. His leadership is essential to the development of properly regulated sports programs.

Sports at every level should be conducted by professionally prepared personnel of integrity who are dedicated to the optimal mental, physical and social development of those entrusted to their supervision.

In addition to a thorough knowledge of sports, a coach must be a certified teacher who has expertise in guiding students in the pursuit of excellence in competitive sport. An understanding of the place and purposes of sports in education and of the growth and development of children and youth is of primary importance.

Students seeking undergraduate preparation for coaching should include in their curriculum appropriate course work and laboratory experiences to satisfy the competencies essential to a leadership role.

The standards suggested herein are minimal; they are intended to be used only for coaching certification, not for teacher certification in physical education. They are designed for a physical education person who wants breadth and depth of preparation in athletic coaching. In addition, these standards provide for an acceptable level of professional preparation for prospective coaches with academic preparation in fields other than physical education.

Medical-Legal Aspects of Coaching

Concepts	Competencies
The health, physical welfare and safety of the participant is a primary concern of the educational athletic program.	1. Condition athletes properly for each sport. 2. Use approved, safe playing conditions and protective equipment. 3. Provide in-service education for student assistants. 4. Demonstrate skill in the prevention and care of injuries generally associated with athletics. 5. Identify and relate basic medical and safety information pertaining to athletic coaching. 6. Plan and coordinate procedures for emergency care. 7. Render emergency care and identify more obvious deviations from normalcy.

8. Use an adequate system of accident reporting.
9. Relate the functions of the coach and trainer to the physician.
10. Provide rehabilitation following injury under the supervision of a physician.
11. Identify adequate athletic insurance coverage.
12. Identify and interpret state and federal legislation regarding accidents and injuries affecting athletes and coaches.

Examples of Experiences

1. Attend in-service seminars and clinics stressing basic medical, emergency care, and training problems.
2. Participate in structured experience under the supervision of a certified trainer.
3. Assist in required and/or elective courses encompassing athletic training, emergency care and conditioning.
4. Accept responsibilities with organized athletic groups in the school or community.

Sociological and Psychological Aspects of Coaching

Concepts	Competencies
Sport is a social phenomenon.	1. Identify and interpret the historical and emerging roles of men and women as psychosocial beings in the realm of sport. 2. Relate and interpret the program to coworkers, athletes, parents and the public.
Sport provides a medium for the tangible and intangible influencing of oneself and others.	1. Identify and interpret the values developed from participation. 2. Identify basic psychological, sociological and physiological principles of coaching. 3. Identify factors and conditions affecting motor learning, particularly of the highly skilled. 4. Apply a humanistic approach to personalized coaching philosophy. 5. Motivate athletes toward immediate and long-range goals.

An athletic program is conducted in accordance with the educational purposes of the institution, within the spirit of the rules and regulations of the institution, and recognized state and national athletic associations.	1. Integrate athletics with the total educational program. 2. Apply ethical procedures. 3. Identify and participate in professional and related organized activities.
Balanced programs include athletic as well as intramural and instruction aspects.	Identify growth and development factors of children and conduct experiences appropriate for specific age groups.
The coach provides positive leadership for appropriate player behavior in the athletic program.	1. Identify desirable leadership traits and how to structure experiences to develop them. 2. Identify and utilize procedures to maintain emotional stability under stress. 3. Recognize and initiate procedures to resolve behavioral and emotional problems.

Examples of Experiences

1. Serve as a student coach, student manager or student trainer.
2. Study the psychological and sociological basis for learning.
3. Participate in student teaching with coaching assignments.
4. Observe and work with students involved in athletics.
5. Study learning problems and factors that facilitate motivation.
6. Accept officiating assignments.
7. Attend and participate in sport sociology and sport psychology conferences, course offerings and organization meetings.
8. Observe contests, noting attitude and behavior of players, spectators and coaches.

Theory and Techniques of Coaching

Concepts	Competencies
Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.	1. Identify and use principles involved in the fundamental skills of teaching and coaching. 2. Identify and utilize the specific skills, techniques, and rules of the sport coached. 3. Identify and plan specific game strategies and tactics. 4. Identify and employ methods and procedures for developing, training and conditioning athletes.

5. Identify and utilize audiovisual materials and equipment.
6. Evaluate and select personnel involved in the athletic program.
7. Demonstrate organizational and administrative efficiency implementing sports programs.
8. Identify and interpret the essentials governing contest management.
9. Identify principles and techniques of officiating the sport being coached.
10. Evaulate athletic performance and programs.
11. Conform to rules and regulations of appropriate governing bodies.

Examples of Experiences

1. Attend periodic meetings with the coach to study organizational plans.
2. Attend staff planning meetings.
3. Observe practice sessions.
4. Act as student coach or student manager.
5. Attend coaching clinics, workshops and conferences.
6. ,Observe and plan conditioning drills (in season and out of season).
7. Experience assignments in scouting of opponents.
8. Read professional journals and current literature.
9. Videotape contests and analyze them.

Kinesiological Foundations of Coaching

Concepts

Applied knowledge of human structure and movement will maximize performance and minimize injury.

Competencies

1. Identify and use mechanics of movement within body limitations.
2. Analyze performance based upon anatomical and mechanical principles.
3. Relate motor performance to individual body structure.
4. Relate human anatomy, physics and movement to participant safety.
5. Utilize research findings in the mechanical analysis of the sport.

Examples of Experiences

1. Take courses in subjects such as human anatomy, anatomical basis of movement, mechanical analysis of movement and kinesiology.
2. Participate in laboratory experiences, research and experimentation.
3. Conduct and participate in body conditioning programs.
4. Make use of audiovisual equipment in performance analysis.
5. Participate in independent study and/or research projects related to the mechanics of movement.

Physiological Foundations of Coaching

Concepts	Competencies
Physiological principles provide a scientific basis for improved motor performance.	1. Identify functional systems and physiological factors for analyzing sports performances. 2. Identify the effects of environmental conditions and exercise upon the circulatory and respiratory system. 3. Identify and interpret the effects of nutrition upon health and performance. 4. Identify physiological responses to training and conditioning. 5. Identify and interpret use and effect of drugs on the body. 6. Apply physiological research findings to specific sports.

Examples of Experiences

1. Participate in research laboratory activities.
2. Participate in drug clinics.
3. Participate in and conduct training programs.
4. Conduct and participate in nutrition studies.
5. Conduct physiological studies on athletes.
6. Participate as a squad member, student manager or student trainer in keeping daily weight charts, performance conditioning measurements and other appropriate physiological data.
7. Attent courses in subjects such as physiology, physiology of exercises and nutrition.

ATHLETIC TRAINER SPECIALIZATION

Sports, by their nature, invite injuries. Statistics indicate that the annual number of injuries resulting from athletic competition have been increasing. Organizations and institutions sponsoring sports competition are morally obligated to: (1) prevent injury whenever possible, (2) minimize the severity of the injury and (3) treat each injury promptly and properly.

Athletic trainers are instructors who are medical technicians working directly under the supervision of a (team) physician in cooperation with the coaching staff and administration of their schools.

Few secondary and elementary schools sponsoring sports programs have a professionally trained person on their staff to fill the position of athletic trainer.

The Task Force responsible for considering the professional preparation of athletic trainers believes that AAHPER should support the national certification program of the National Athletic Trainers Association (NATA) and issue a call to all state boards of education to recognize athletic training as a specialization requiring state licensing, certification or certification and endorsement.

The Task Force believes the concepts and competencies needed by athletic trainers are as follows:

Concepts	Competencies
Athletic training is the prevention and manageme[illegible] athletic injuries.	1. Acts as a consultant to coaches and athletes in matters concerning physical examinations, diet and conditioning. 2. Provides conditioning and on-the-field first aid. 3. Implements the doctor's prescription for treatment and rehabilitation during convalescence. 4. Applies the total prescription for training and conditioning for the student athlete with the administrator and coach. 5. Prepares the athlete mentally and physically for his successful return to partial or full-time sports participation. 6. Assumes responsibility for the supervision of the safety factors of all athletic facilities and equipment and works in cooperation with the medical profession, coaching staff and administration. 7. Meets the requirements for certification for athletic training as stipulated by NATA.

The Certified Athletic Trainer

A. The certified athletic trainer must meet the high standards set by NATA. These standards include passing the *National Certification Examination* and one of the following:

1. Students who have graduated from an approved undergraduate or graduate program, who have met the following criteria:
   a. Completion of the NATA-approved athletic training curriculum requirements and proof of a Bachelor's degree from an accredited college.
   b. Spending a minimum of two years under the direct supervision of NATA-approved supervisors.
   c. Passing an examination which includes basic principles of athletic training.
   d. Proof of two years of continuous active membership in NATA immediately prior to application for certification.

2. Physical Therapy Degree Graduate — Physical therapy graduates may be awarded certification provided they meet the following requirements:
    a. A minimum of two years experience in athletic training, beyond that as a student athletic trainer on a secondary school level, under direct NATA-approved supervision.
    b. Proof of a Bachelor's degree from an accredited college.
    c. Passing a required examination which includes basic principles of athletic training.
    d. Proof of two years of continuous active membership in NATA immediately prior to application for certification.
3. Apprenticeship — Students of athletic training may qualify for certification by:
    a. On-the-job training (minimum 1,800 hours) under direct supervision of a certified NATA member.
    b. Passing an examination which includes basic principles of athletic training.
    c. Proof of a Bachelor's degree from an accredited college.
    d. Presentation of a letter of recommendation from the student's acting team physician.
    f. Proof of two years of continuous active membership in NATA immediately prior to application for certification.

B. Physical Education

The physical education department, by accepting the minimal requirements as suggested by NATA in the physical education curriculum, will help relieve an established need for competent athletic training on the high school level. The department should be able to assure prospective employers that graduates will have adequate background in the prevention and management of athletic injuries and qualifications for a teaching license. The department should cooperate with the college placement agency in matters of employment.

In the promotion of a more comprehensive program, the athletic trainer will act as advisor, instructor and first-aider.

C. Physical Therapy

NATA should encourage the athletic trainer to continue his education by completing at least a certificate course in physical therapy at an accredited school. The qualified combination of teacher/athletic trainer/physical therapist could assume physical therapy duties for schools and communities in times of emergency. This service could particularly benefit county medical societies in smaller communities.

Activities of the profession are reflected in terms of areas of service, coordination of the total prescription and the educational program. The success of a profession is not measured by financial standards but by accomplishments in serving people's needs.

Medically-Related Curriculum

As a medically-related curriculum it is imperative to require a specific "by the course" curriculum for athletic trainers.

In the NATA-approved program of education, the athletic trainer should be encouraged to act as liaison with the departments of physical education and student health. The program highly recommends a major study in physical education and health and/or another secondary education field with the necessary courses required by the states for a teaching license. Also entered in the degree program are prerequisites for entry to schools of physical therapy as suggested by the American Physical Therapy Association.

Recommendations by NATA of Basic Minimal Requirements

I. **A Major Study (including teaching license in physical education, health and/or a secondary education field, variable by states)**
   - A. Total of 24 semester hours in biological and social sciences
     1. Biology — zoology (anatomy and physiology) — 8 hours
     2. Social sciences (at least 6 hours in psychology) — 10 hours
     3. Electives strongly advised, minimum of — 6 hours
        - a. Additional biological and social sciences
        - b. Physical education (group activities, dancing, etc.)
        - c. Hygiene
        - d. Speech
        - e. Physics
        - f. Chemistry.

II. **Specific, Required Courses (If not included in I, these must be added)**
   - A. Anatomy — one or more courses which include human anatomy
   - B. Physiology -- circulation, respiration, digestion, excretion, nerve, brain and sense organs
     Note: One course will not meet the two requirements listed above.
   - C. Physiology of Exercise
   - D. Applied Anatomy and Kinesiology — the muscles, with emphasis on their function and development in specific activities
   - E. Psychology — one advanced course beyond the basic general psychology course (e.g., Sports Psychology)
   - F. First Aid and Safety — minimum of advanced Red Cross First Aid Certification
   - G. Nutrition and Foods
     1. Basic principles of nutrition
     2. Basic diet and special diet

H. Remedial Exercise, Therapeutic Exercise, Adapted Exercises or Corrective Exercise — exercise for atypical persons and/or for temporarily and permanently handicapped persons

I. Personal, Community and School Health

J. Techniques of Athletic Training — basic course (acceptable course for all coaches)

K. Advanced Techniques of Athletic Training
   1. Special course(s) for athletic training candidates with full academic background
   2. Laboratory practices (6 semester hours credit or two years equivalent work of 600 clock hours)

III. **Recommended Courses**

A. Laboratory Physical Science — six semester hours in physics and/or chemistry (should be required of students planning to study physical therapy)

B. Pharmacology — specific side effects of drugs

C. Histology — tissues and methods of studying them

D. Pathology — laboratory study of tissues in pathological condition

E. Organization and Administration of Health and Physical Education Programs

F. Psychology of Coaching

G. Coaching Techniques
   1. Highly recommended — football, basketball and track
   2. Also recommended — soccer, wrestling and preferred sports by geographic areas

THERAPEUTICS

Professional preparation of the specialist teacher for the impaired, disabled and handicapped should occur primarily at the graduate, post-baccalaureate or fifth year level of studies and experience. However, this does not preclude the possibility of selected experiences leading toward specialization at the undergraduate level.

Field experience is considered to be the single most important experience in the preparation of the specialist teacher. Although they should and do occur at the undergraduate level, the benefits of the field experience to the student or teacher may be greater if it occurs during the fifth or sixth year of studies and experiences.

However, there are some important skills and competencies which may be developed at the undergraduate level to help prepare the "generalist" teacher for work with the impaired, disabled and handicapped. They include:

1. Foundation knowledge of human structure and function, mechanics of movement and human growth and development
2. Skills and competencies related to the assessment and analysis of motor function and movement patterns
3. Ability to use different teaching methods in various settings and situations
4. Experiences requiring the student to think on his feet and be flexible in approaches and techniques of leading and teaching
5. A vocabulary of movement experiences in sports, rhythmic, aquatic and self-testing activities
6. A general orientation to disease and disability and to generalized characteristics of limited or atypical populations. (This could occur in a survey class or during observation or independent study at the undergraduate level.)

Unique to the post-baccalaureate or graduate level of preparation would be:

1. In-depth study of the problems and characteristics of special populations
2. Selection and modification of movement tasks appropriate for selected populations
3. Practice and study in specialized analysis and evaluation techniques
4. Extensive contact/field experience in a specialized program.

For specific information on skills, competencies and knowledges recommended for teachers of the impaired, disabled and handicapped, consult *Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped*, published in 1973 by AAHPER in cooperation with HEW's Bureau of Education for the Handicapped.

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RECREATION EDUCATION

INTRODUCTION

The 1973 National Conference on Professional Preparation held in New Orleans was especially timely for the Recreation Division. It came at the close of a decade marked by dynamic cultural change and accelerated professional growth, expansion, self-study and planning.

The work laid out for conferees stemmed from several sources, foremost of which was the Division's Task Force. It was the consensus of this body that the focus of concentration should be upon the National Park and Recreation Education Accreditation Project Standards and Evaluative Criteria. To facilitate participant preparation, a copy of the document was mailed to all registered conferees for their perusal. Additional reports and materials, scrutinized by conferees and reported on herein, were provided by four General Task Forces and several special interest groups.

Conferees acknowledged the existence of a sound professional foundation and attributed it to the combined efforts of innumerable dedicated individuals. It was also recognized that, while a vehicle exists to heighten professional standards and accountability (National Park and Recreation Accreditation Project), there must be continuous professional self-study and growth for the profession to remain viable. The urgency to act responsibly on these matters was found to be implicit in the "Rationale" of the accreditation proposal prepared for the National Commission on Accrediting.[1] Pertinent excerpts from the proposal are reprinted here.

> *Social Significance.* The recreation and park profession assumes the function of mobilizing resources and arranging experiences that help to bring balance and fulfillment to human lives. These experiences enrich and often restore meaning to lives that have become sterile from causes beyond individual control: from the demands of monotonous, repetitive labor; from the absence of challenge in subsistence work; from loss of the sense of being needed; from pressures to conform to social norms; from absence or deterioration of acces-

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[1] The proposal presented to NCA immediately following the conference called for the creation of an autonomous body — The Council on Park and Recreation Accreditation — to administer the accreditation program. The scheduled time for NCA action on the proposal was late April 1973.

sible or pleasant physical environments; from physical and mental handicaps that prevent normal social intercourse; and for some, from the emotional strain and physical exhaustion of combat. Because of their meaningful services to people of all kinds and degrees of capability, the professional park and recreation personnel are often helpful in attacking the social problems of leisure.[2]

Economic Importance. As a field of service, recreation has become significant to the nation's economy, to its social institutions and even to contemporary social and political philosophy. More than that, it has generated tremendous demand for qualified personnel. Park and recreation services have been recognized in the establishment of administrative agencies at all government levels from the National Park Service and Bureau of Outdoor Recreation down through the state park systems and state recreation agencies to local recreation and park departments. Park and recreation services have come to require vast acreages of land and water in the form of parks, forests and other scenic, scientific, or historic places. Annual expenditures for the construction, operation, and staffing of facilities for park and recreation services under public and private auspices not only affect our economic life but influence social institutions, laws, and customs. Formal education, religious institutions, the military and medical services utilize recreative experiences and park and recreation personnel for influencing behavior and, thus, for achieving their principal ends.

Demand for Recreation Services. The upsurge of demand for park and recreation services and the need for qualified personnel arise from a series of social phenomena most of which have evolved within the present century. Most prominent of these is the increase in population. Closely related to population growth in its effect on park and recreation services is the urbanization of the population.[3]

The authors noted that the impact of leisure, itself, was another social phenomenon affecting leisure:

Leisure is a concern of the recreation profession to the extent that recreational pursuits during unobligated time can contribute to living more richly and fully. True leisure, which implies freedom to choose one's occupations of time, gives opportunity for personal fulfillment. Yet to people, unoccupied time is a fearsome prospect because they have not learned how to use time for bringing significance into their own lives or because facilities and personnel for leisure pursuits are not available to them. . . . (Still another). . . major factor affecting the increase in demand for park and recreation services is the amount of disposable income that remains after subsistence needs have been met.

Demand for Professional Personnel. There is substantial demand today for administrators, interpretive personnel, supervisors, program specialists, recreation consultants, planners, researchers and college teachers as well as landscape architects, biologists, foresters and others who make a career in park and recreation services.[4]

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[2] NRPA Board on Professional Education, Rationale, in *Report to The National Commission on Accrediting* (Arlington, Va.: National Recreation and Park Association, 1973), p. 2.

[3] *Ibid.*, pp. 2, 5-6.

[4] *Ibid.*, pp. 7-9.

There is also a need for park and recreation professionals with teaching credentials to "assist other teachers in augmenting the leisure values of their subjects, direct outdoor education experiences in forests and camps, give guidance in choices of leisure occupations and help in other ways to relate school and community efforts on behalf of people of all ages."[5]

> Such occupational groups within the profession as recreation managers at armed forces installations, recreation personnel working with the handicapped and the nondisabled aging, park and recreation planners, directors of parks and recreation in industrial and business establishments, recreation personnel in penal and custodial institutions, and college teachers in preparatory programs have, for the most part, been established since World War II.[6]

According to the report, the outlook for *highly qualified* professional leaders appears bright. It was noted that:

> . . . while the increase in gross demand for recreation and park personnel is expected to nearly double in 13 years, to these projections, the supply of personnel requiring four-year perparation for work in these occupations is expected to increase by little more than one-seventh during the same period. . . . (despite a tremendous upsurge in the number and size of professional preparation curricula).[7]

The latter growth has been so rapid that it is difficult to obtain up-to-date figures; however, those interested in identifying curricula and enrollment figures may find two references especially helpful. One is the *Recreation and Park Education Curriculum Catalog, 1972-73 Biennial Directory*, cooperatively published by AAHPER and NRPA. The second reference is a study reported by Stein in the August 1971 issue of *Parks and Recreation.* Although the latter study is currently being updated, the following figures from the original study readily support the aforementioned growth in college programs:

> . . . there are now 143 institutions offering degrees related to parks and recreation on the four year and higher level, and 70 schools offering a two-year curriculum; 35 additional schools are anticipating new programs by 1973. The programs enroll almost 17,000 students and employ approximately 300 faculty.[8]

Enhancement of professional education was foremost in the minds of conferees as they studied and acted upon the subsequent documents and materials. To be of real value, of course, pertinent aspects of this report must be put to practical use. To facilitate this process, the conference editorial board developed a set of recommendations for using these proceedings (see page xii).

ACCREDITATION

The accreditation document submitted to the National Commission on Accrediting represents the culmination of 10 years of work. Since the conference Editorial Committee voted against including a separate section on the historical development of the disciplines, the chronology of the Accreditation Project is presented here.

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[5] *Ibid.*, p. 9.

[6] *Ibid.*

[7] *Ibid.*, pp. 10-11.

[8] *Ibid.*, p. 10.

1963— American Recreation Society's eleven member committee on Professional Development initiated program through three smaller committees, one each under the following headings: Financial Support; Standards and Evaluative Criteria; Draft of Rationale.

1964 — Federal of National Professional Recreation Associations assumed leadership.

1965-69 — Separate committees under the Federation refined statements through meetings with NCATE and AAHPER.

1969-70 — Six pilot studies conducted to test evaluative criteria.

1970 — NRPA Task Force on Accreditation created to coordinate accreditation effort.

— Regional forums — feedback NRPA.

1971 — NRPA Board of Trustees appointed NRPA Board on Professional Education to move accreditation proposal on to the National Commission on Accrediting.

1972 — The Federation of National Professional Organizations relinquished its accreditation function to NRPA Board on Professional Education.

— All documents went through final review. Official AAHPER approval of administrative agency was given. Official acceptance by NRPA to handle finance.

1973 — Official request forwarded to National Commission on Accrediting (February).

While there will, of course, continue to be a need for park and recreation professionals with teaching credentials, the greatly expanded scope of the field generally necessitates accreditation by the profession itself. As noted earlier in the report, The Council on Park and Recreation Education Accreditation will be an autonomous body. Both NRPA and AAHPER are to have representation on the Council, which will include both educators and practitioners. Until the administrative agency becomes financially self-supporting NRPA has agreed to provide both financial support and housing.

The complete document prepared for NCA contains five sections: Preface; Rationale; Standards and Evaluation; Administrative Agency; and Guidelines for Institutions to be Visited. While the section on Rationale was reviewed and has already been noted, the focal point for conferee study was accreditation standards, especially those pertinent to competencies.

The delegate from California made a report on the status of accreditation administered by the California Council on Parks and Recreation Accreditation. This was noted to be an interim program coordinated with and to be replaced by the national accreditation program.[9] The sense of urgency to act on national accreditation was further noted in a request from the California Society of Park and Recreation Educators calling for unanimous support of the national accreditation program.

Following careful study of each standard and the section on Standards and Evaluation, as a whole, conferees voted unanimous support for the "essence" of the document. Subsequent to the vote of confidence for the accreditation project, the Recreation Division Vice-President directed the Chairman of the Commission on Professional Preparation to give support to the proposal at the upcoming NCA hearing (February).

That portion of the total accreditation document studied and approved by conferees is presented here in its entirety.[10]

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[9] A copy of the *Baccalaureate Accreditation Schedules* was made available to participants to use in studying the national standards due to its inclusion of Interpretation, Approval and Progress Criteria.

[10] Copies of the Accreditation Schedules will be available for purchase after official action is taken by NCA. The expansion of standards in these Schedules will facilitate institutional self-study and participation in the accrediting process.

STANDARDS AND INTERPRETATIONS FOR ACCREDITATION IN RECREATION AND PARKS[11]

PHILOSOPHY AND PURPOSES

The general aim of the recreation and park programs is to prepare persons to live and to serve in a democratic society in which recreation plays an ever more important role.

Specifically the purpose of this curriculum is to help students: to realize their potential as individuals and as members of their community; to assume a role of leadership in developing an understanding of the contribution of recreation involvements to the quality of life; and to serve their community by utilizing more efficiently and effectively the available human and natural resources for recreation. The need for recreation and park personnel with a sound recreation philosophy demands a program of professional preparation apart from that of other disciplines though related to them in some of its aspects.

1.1 There should be a *written* statement defining the task of educating students for recreation and park leadership consistent with the philosophy and purposes of the institution and of the profession. The statement should be evaluated periodically and adjusted to reflect the changing needs of a dynamic society. The level or levels for which preparation is intended should be clearly delineated.

1.2 Specific objectives should be identified to clarify the intent and purposes of each facet of the recreation and park program. These objectives should be consistent with the capabilities of the institution.

1.3 Provision should be made for evaluating the degree to which objectives have been achieved.

RECREATION AND PARK FACULTY

The academic, professional and personal qualifications for the recreation and park faculty should be in accordance with standards required in other teaching areas of the educational institution.

Faculty Qualifications

2.1 Faculty members should hold graduate degrees from accredited institutions with a concentration in park and/or in recreation education at one or more levels of their professional preparation.

2.2 Faculty members should have had advanced study and/or experience in the subject matter areas for which they are responsible.

2.3 The faculty background should reflect diversity, both in areas of specialization and in educational institutions attended.

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[11] NRPA Board on Professional Education, Standards and interpretations for accreditation in recreation and parks, in *Report to the National Commission on Accrediting* (Arlington, Va.: National Recreation and Park Association, 1973), pp. 1-17.

2.4 There should be reasonable age, sex and racial distribution within the faculty.

2.5 Qualifications of the faculty who have extension, correspondence and summer session assignments should be commensurate with the duties and responsibilities assigned.

2.6 Each member of the graduate faculty concerned with the doctoral program should hold an earned doctor's degree and have had preparation in depth and experience which will assure a high degree of competence and also the background for significant research in his specialty.

2.7 Research advisers and teachers of research courses should be graduate faculty members who have a doctorate and are actively engaged in research and scholarly work in the area or specialty in which they are advising or teaching.

2.8 The faculty should show evidence of professional vitality.

Commentary: Professional vitality may be evidenced by participation in professional organizations: attendance at professional meetings, workshops, conferences and conventions; assignments to department and university or college committees; research; public speaking and scholarly writing; professional services to local communities or regulatory agencies; and consultation.

Number of Faculty and Specialists

2.9 The chairman of the recreation and park program or department should devote major time and energy to it and hold a full time, senior rank appointment.

2.10 In addition to meeting the qualifications for the general faculty (specified above), the chairman should have had administrative experience.

2.11 There should be at least two qualified faculty members who devote their major time and energy to the park and recreation program.

2.12 For schools which offer graduate programs, there should be a distinctly identified graduate faculty of at least two persons who qualify for the institution's graduate faculty,with at least one of them holding an advanced degree with emphasis in recreation and parks.

2.13 Adjustments in the number of faculty should be made to maintain acceptable student-faculty ratios as enrollment and curricular offerings change.

2.14 The number of regular faculty membership employed in the summer session should be such as to maintain continuity of the basic course offerings and counseling services.

2.15 Part-time recreation specialists may be used to supplement full-time faculty members but should not be instructing the majority of the recreation education courses specified within this document.

Teaching Load

2.16 There should be a written policy which details the manner in which the faculty loads are determined.

Commentary: The teaching load of each faculty member should include such factors as:

a. Number of advisees and students enrolled in courses for which he is responsible

b. Nature of the course content
c. The number of different course preparations a week
d. Thesis and dissertation advisement
e. Supervision of field work
f. Research and scholarly endeavors
g. Leadership in professional organizations
h. Membership in professional organizations
i Counseling responsibilities
j. Student club responsibilities
k. Field services involvement
l. Continuing education projects.

2.17 The maximum teaching load should not exceed that of faculty with like responsibilities in other departments of the institution.

2.18 There should be a written policy which states the opportunities and restrictions with regard to faculty members' involvements in private consultation services and/or in the teaching of correspondence or extension courses.

Personnel Policies

2.19 Faculty should have salaries comparable to salaries paid faculty of like responsibility elsewhere within the institution, as well as the same tenure privileges, opportunities for promotion, and participation in college or university activities and committee assignments.

2.20 Faculty should be allowed time and financial support for professional meetings, should receive a sabbatical leave for purposes of self-improvement and professional service, and should have opportunity to take leaves of absence in order to undertake significant academic projects for which their specialized competence is requested or which affords an unusual and significant opportunity.

2.21 Opportunities for professional development should be afforded each faculty member.

2.22 Supportive services should be provided in such amounts as to permit each faculty member to work with maximum efficiency and skill. Such services should include secretarial and clerical, duplicating, statistical services, etc.

STUDENTS

3.1 There should be evidence of student involvement in all aspects of the recreation and park program which affect student welfare.

3.2 There should be an active student recruitment program compatible with changing professional opportunities.

3.3 There should be written policies and procedures for admission to the curriculum. The resources of the institution and the educational objectives should determine the number of students admitted to the curriculum.

3.4 There should be written policies for retention and dismissal of students from the recreation and park curriculum.

3.5 There should be a planned program for counseling and advising all students in the recreation and park curriculum.

3.6 Student cumulative records should be maintained and readily available to the recreation and park faculty.

3.7 Student participation in professional involvements should be encouraged.

3.8 Placement services should be provided both through the institution's placement service in cooperation with the recreation and park faculty and through the recreation and park professional placement services.

3.9 Financial assistance should be available to both undergraduate and graduate recreation and park students, on the basis of established policies and procedures.

3.10 There should be an active follow-up program to maintain liaison with graduates of the recreation and park program.

RESEARCH

4.1 The faculty should be encouraged to pursue individual research and scholarly involvements.

4.2 Participation in individual study and research should be encouraged for both undergraduate and graduate students.

4.3 Both applied and basic research should be encouraged.

ORGANIZATION AND ADMINISTRATION

5.1 The recreation and park curriculum chairman should be responsible for the organization and administration of the recreation and park program, including selection and retention of faculty, preparation of budget, programs of interpretation, student personnel policies and records, opportunities for professional growth, and development of resource materials.

5.2 The recreation and park faculty and students should participate in shaping policy for the recreation and park curriculum.

5.3 The recreation and park faculty, with student representation, should develop a comprehensive long-range plan for growth and evaluation of the recreation and park program.

AREAS, FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS AND RESOURCES

6.1 Properly located and equipped faculty offices of sufficient number and size for work and consultation should be provided.

6.2 Adequate conference rooms, group study areas and meeting rooms for student organizations should be readily available to faculty and students.

6.3 Adequate classrooms and teaching areas for professional courses should be provided.

Commentary: In addition to classrooms and seminars, park and recreation instruction may require special instructional areas for outdoor skills, arts and crafts, drafting, etc.

6.4 Office machines should be available for faculty use.

6.5 Audiovisual materials and equipment should be available to faculty.

Commentary: Adequate library of audiovisual materials, such as films, filmstrips, slides, records, maps, charts, recordings and videotapes should be available, together with tape recorders and appropriate projectors for using the materials.

6.6 Adequate and up-to-date library materials should be available.

Commentary:

a. The library should have reasonable numbers of titles appropriate to current needs for studying the contemporary scene as well as the past.

b. The library should subscribe to periodicals which relate directly to recreation and parks, as well as to those which provide necessary background information.

c. An unbound materials file should be maintained, including proceedings and reports of institutes, conventions, and conferences, as well as pamphlets, reports of research, etc.

d. Microforms of studies related to recreation and parks, together with readers, should be provided by the library.

6.7 Data processing and statistical services should be available.

Commentary:

a. The resources of a data processing center should be available for administrative functions and research activities of faculty and students and for use in connection with courses offered. These should include data process programming consultants.

b. Statistical laboratories should be available in which faculty and students may use calculators and other computational equipment.

6.8 There should be adequate community resources for observation, field practicums, and research pertinent to the areas of specialization offered by the institution.

Commentary: Each area of curriculum specialization should have adequate supporting community resources, e.g., therapeutic recreation must have facilities and programs for the mentally retarded, mentally ill, physically handicapped, et al; public recreation and park curriculums must have available programs and facilities such as cultural arts programs, different types of park areas, sports facilities, community centers, nature centers, et al.; camp administration specializations must have several types of camps with quality programs and administrations.

CURRICULUM CONTENT – THE UNDERGRADUATE PROGRAM

The academic requirements of the curriculum should provide a program that will enable the student to develop the competencies indicated in the curriculum content standards.

A student should be exempted from any course for which he can demonstrate proficiency. The standard for such demonstrated proficiency is that quality and degree of knowledge, leadership, and technical skill required for the course for which the student is seeking exemption.

Instructional methodology should be learner-centered. A variety of teaching methods and techniques should permit the student to learn at a speed and a depth compatible with his abilities. Approaches should be adapted to individual needs. Learning environments should foster independent and critical thinking and development of positive attitudes and values.

Standards 7.1 through 7.8 (general education) and standards 7.9 through 7.18 (professional recreation education) should be required of all students in the recreation and parks curriculum. They provide a framework for the various professional emphases. In the subsequent section, "Professional Emphases," students should be required to attain only those competencies cited for their particular area of professional emphasis.

General Education

It is recommended that one-half of the hours in the total curriculum be devoted to general education. In the guidance of recreation and park students, care should be exercised in making general education choices consistent with the needs of the students' professional emphasis and career goals. General education experiences should help develop a professional who will evidence the following competencies:

7.1 Knowledge of the natural and social sciences which contribute to an awareness of physical and social environments and their effects upon men and society.

7.2 Knowledge and understanding of human growth and development of man as an individual and as a social being, as well as his needs, desires, and capabilities at all age levels and for varying degrees of mental, emotional and physical capability.

7.3 Understanding of the learning process and how to expedite it, including problems of individual differences and of motivation.

7.4 Understanding of people in their group relationships. Awareness of interests, attitudes and values as they affect human interaction.

7.5 Understanding of the history of man's social, intellectual, spiritual and artistic achievements.

7.6 An appreciation of man's achievement in the cultural arts.

7.7 The ability to use effectively the basic tools of written, oral and graphic presentation.

7.8 Understanding of basic mathematical principles as they relate to the demands of daily living.

Professional Education

Care should be exercised to insure a logical sequence in the progression of educational experience so that upper level recreation and park opportunities may build upon the foundation of understandings and skills acquired in general education and introductory professional requirements.

7.9 (History, Theory, Philosophy). Knowledge of the history and development of the recreation and park movements, and an understanding of: 1) the nature of the recreation experience and its importance to the individual; 2) the influence of leisure on society; and 3) the philosophies of recreation and leisure. Ability to interpret the role of recreation and leisure in a changing society.

7.10 (Community Organization). Understanding of community organization, its philosophy, foundations, principles, and methods. Ability to apply these bases in inter-agency relationships.

7.11 (Recreation and Park Services). Knowledge of the development, structure, purposes, values, functions and interrelationships of private, public, voluntary, military and commercial delivery systems for recreation and park services.

7.12 (Leadership). An understanding of the dynmaics of leadership, the theories, principles, and practices of leadership, research in leadership, techniques and methods of working with individuals and groups.

7.13 (Programming). An understanding of the program fields in relation to programming principles, planning objectives, structural organization, purposes and value of types of activities, programming for special groups, program evaluation, etc.

7.14 Understanding of the responsibility of the recreation and park profession to minority groups whose leisure opportunities and needs may require special servicing. (Neurologically or physically handicapped, disabled, aged, racially, socially or economically disadvantaged, etc.)

7.15 (Administration). Elementary understanding of administrative practices, including: legal aspects of recreation and park services; principles of planning and operation of recreation and park areas and facilities; financial and business procedures; public relations; principles of organization and coordination of services; personnel practices; evaluation. The purpose of this competency is to provide a foundation on which future depth of administrative competency can build.

7.16 (Professional Laboratory Experiences). The ability to relate theory to practice through a progression of laboratory experiences.

Commentary: Laboratory experiences include all those situations in which the student has an opportunity to relate theory to practical experience. including observations, conferences, individual leadership assignments, field work (practicum), etc. Provision should be made for a progression of professional laboratory experiences, such as:

a. Guided observations of recreation and park programs in operation under professional leadership.

b. Practical professional experiences in conjunction with course work, for example, preparing a layout for a recreation area; conducting an activity program for the physically handicapped; working with a group of senior citizens; assistance with a resident outdoor education program.

c. Written analysis of the program and facilities of a recreation and park department or agency in conjunction with course work.

d. Period of supervised field experience culminating the laboratory experience. (Standard 7.18).

e. Conferences between student and college supervisor with culminating conference evaluating total laboratory experience.

7.17 There should be a written guide to the professional laboratory experiences.

7.18 Ability to function as a student practitioner in a recreation and park system assuming assigned responsibility, showing appropriate initiative, and contributing to the staff effort effectively over an extended time period.

Professional Emphases

Since the undergraduate curriculum is designed to give the student a broad basic foundation in professional preparation in recreation and parks, no specific specializations are here delineated. However, recognition is given to the great diversity of recreation and park positions by providing professional emphases through which the student may obtain a better orientation to specific career goals. Three such emphases are detailed: Recreation Program Administration (I), Recreation and Park Administration (II) and Recreation Resources Administration (III).

Special requirements of specific organizations, as well as state and federal civil service requirements and state certification and registration systems, should be used as a guide for selecting electives.

I. Recreation Program Administration

This professional emphasis focuses upon planning, conducting, and administering programs in a variety of settings and program fields. Care should be exercised to make the choice of electives consistent with the needs of the student for his specific career goal. The competencies in administrative skill are intended as beginning competencies only.

The settings in which this emphasis would be particularly appropriate include:

Armed forces recreation
College union management
Industrial recreation
School recreation
Therapeutic recreation
Voluntary agencies
Municipal recreation

The following two competencies, in addition to those detailed in Standards 7.1 through 7.18, are needed for all professionals working in the foregoing settings. Additional competencies pertinent to specific settings will be subsequently described.

7.19 A specific knowledge, understanding, and appreciation of organizational procedure; leadership techniques; scope of activities; the psychological, social, spiritual, physical and mental values; motivational techniques; resources; safety procedures and practices; equipment and materials in at least two program fields, such as aquatics, art, crafts, dance, drama, music, outdoor recreation (including camping), social recreation, sports (athletics). Ability to use the recreation experience to effect behavioral and attitudinal changes in participants.

7.20 A beginning *skill* competency in at least two program fields such as aquatics, art, crafts, dance, drama, music, outdoor recreation and sports.

In addition to these general competencies the following specific competencies are recommended for the various settings:

A. Therapeutic Recreation

For those wishing to work with the ill and disabled. The general areas include abnormal psychology, personality development, human behavior and learning theory. Anatomy, physiology and kinesiology are especially recommended for work with the physically handicapped.

The specifics in both general and professional education are:

7.21 Knowledge of man's anthropological antecedents, his sociocultural development and his societal involvements.

7.22 Knowledge of the anatomy and physiology of man which will affect his involvement in recreation experiences.

7.23 Knowledge of the kinds and degrees of physical, mental and emotional disability and concomitant effects on the individual.

7.24 Knowledge of group dynamics and social psychology.

7.25 An understanding of the principles and techniques in guidance and counseling.

7.26 Knowledge of medical terminology, administrative structure of treatment and custodial institutions and interrelationships among the various disciplines within the institution, the implications of the physical and emotional limitations imposed by illnesses and handicaps in relation to recreation activity, the systems through which therapeutic services are channeled.

B. Camping and Environmental Education

For those people who desire to work in nature-oriented programs, such as at camp, nature centers or environmental protection areas, emphasis should be given to the following aspects of the curriculum content:

7.28 Knowledge of the natural environment, ecological systems, preservation and conservation of natural resources.

7.28 Ability to understand and to interpret the relationship of the natural environment to the welfare of man and society.

7.29 Specific knowledge and understanding of camping and outdoor recreation as a program field.

Note: In those situations which require teaching credentials, such as school-sponsored outdoor education programs, education certification requirements need to be considered.

C. Armed Forces Recreation

7.30 This career emphasis should put special emphasis on personnel management and government in addition to general program emphases.

D. **College Union Management**

7.31 The emphasis in this option should be on personnel management, role and functions of higher education and student personnel work.

E. Industrial Recreation

7.32 The emphasis in this option should be on personnel management, economics and industrial organization.

F. School Recreation

7.33 In this option, emphasis should be put on introduction to the public school system and teaching, government and guidance.

G. Voluntary and Youth-serving Agencies

7.34 Special emphasis in this option should be put on the social sciences, group dynamics and coordination of agency programs.

H. Municipal Recreation

7.35 Special opportunities should be available for depth in program areas, supervisory skills and/or facility management.

II. Recreation and Park Administration

This program focuses upon competencies needed for *beginning* supervisory and administrative responsibility leading to executive positions in recreation and park systems.

The following competencies are in addition to those described in Standards 7.1 through 7.19.

7.36 Knowledge of the theories and principles of economics.
7.37 Knowledge of the theories, principles and practices of the various units of government and public service systems from local to national levels.
7.38 Knowledge in the areas of horticulture, floriculture, landscape design, agronomy, turf management and engineering graphics and an ability to relate that information to the development and maintenance of recreation and park areas.
7.39 Understanding of principles and procedures involved in planning for parks and recreation (including land acquisition and utilization) and in the maintenance of park and recreation areas, facilities, and equipment.
7.40 Understanding of facility design, construction and maintenance.

III. Recreation Resources Administration

This program focuses upon the competencies needed for resource administration and supervision for recreation purposes, including the identification, acquisition, allocation, development and management of land and water resources.

The following competencies are in addition to those described in Standards 7.1 through 7.18.

7.41 Knowledge of the theories and principles of *land* economics.

7.42 Knowledge of the theories, principles, and practices of the various units of government and public service systems from the local to national levels.

7.43 Ability to understand and to interpret the relationship of the natural environment to the welfare of man and society.

7.44 Knowledge and understanding of ecology, preservation, conservation and renewable natural resources.

7.45 Knowledge of the biological and physical sciences as they relate to land management.

7.46 Understanding of the elements of management and administration including such areas as basic business administration, accounting principles, recreation resources development, personnel management.

7.47 Understanding of principles and procedures involved in planning for parks and recreation resources, land acquisition and utilization, maintenance of park and recreation areas, facilities and equipment.

CURRICULUM CONTENT – THE GRADUATE PROGRAM

The purpose of the graduate program is to prepare administrators, supervisors, educators, researchers and other recreation and park personnel who carry specialized or advanced responsibilities.

The master's degree is usually an extension of the professional education carried on during upper division college years; it has the purpose of bringing about a deeper understanding of the academic substance with which the student is working. He is expected to develop not only a competency in his field of emphasis but also a reasonable command of the history and philosophy of recreation, of the psychological factors involved, and of the research findings which bear upon his professional interest for careers in teaching at institutions of higher learning, for research and planning positions and/or for top level administrative roles.

The graduate program of studies in recreation and parks should:

8.1 Provide a logical progression in breadth and depth of understanding from undergraduate to highest level graduate studies. A sequence in content and depth should be apparent.

8.2 Relate the area of specialization both to a comprehensive framework of the concerns of the recreation and park profession and to foundation courses from related disciplines.

8.3 Be based upon research and oriented toward the dynamics of the field of recreation and parks.

THE MASTER'S DEGREE PROGRAM

The applicant for admission to a master's degree program should have had an undergraduate preparation in the field of graduate specialization or should be required to make up deficiencies by proficiency examination or by courses as specified by each institution. There should be knowledge or experience equivalence in each of the undergraduate professional education areas and in the undergraduate professional emphasis for the corresponding graduate area of specialization. In addition, acceptable standards of writing and speaking should be demonstrated by by every advanced degree candidate. At least one-half of the minimum number of hours required by the institution for a Master's degree should be recreation and park courses. The majority of courses for the degree must be restricted to graduate students.

Basic Core

Regardless of area of specialization, all graduate programs should enable the student to develop the following competencies:

9.1 Basic understanding of various research methods and procedures, including the use of and the ability to interpret statistical data.

9.2 The ability to design, conduct, analyze and interpret research related to a recreation and/or park problem.

9.3 An understanding of the philosophical, psychological, physiological, and social bases for recreation's contribution to individual and societal welfare.

Areas of Specialization

Each graduate student should select an area of specialization. Competencies cited in the Standards are considered essential for proficiency in that specific area. Electives should be selected on the basis of the needs and interests of the students.

1. Recreation Programming

Areas: Therapeutic recreation, youth agencies, programs for the aged, recreation for religious organizations, industrial recreation, armed forces recreation, environmental education are representative of the specializations.

9.4 An understanding of the nature of recreation activity and its use for individual and/or social welfare.

9.5 An understanding of the dynamics of human growth and development with specific references to needs, interests, and problems of age groupings and the atypical.

9.6 Knowledge and understanding in depth of a program field, setting, or concern.

Commentary: Electives should be selected so that an individual may gain depth of understanding in:

a. A single program field, such as required by the Federal Civil Service options for supervision of crafts, drama, etc.

b. A given area of concern, such as delinquency, the problems of senior citizens, minority groups, or the culturally or economically disadvantaged.

c. The foundations of specific organizations, i.e., so that the student may meet special agency requirements such as required by the YMCA and Boys' Clubs.

9.7 An understanding of special programming aspects peculiar to particular settings, such as special characteristics of participants and the physiological, psychological and sociological implications thereof, and the philosophy, roles, function and goals of related disciplines.

Commentary: Examples include:

a. (College Union Administration)
  (1) An understanding of the administrative and professional relationship with other college departments, e.g., student personnel, business, faculty.
  (2) An understanding of the educational process and the setting and objectives of higher education.

b. (Therapeutic Recreation)
  (1) An understanding of the disciplines involved in treatment and rehabilitation settings. Studies should emphasize philosophy, roles, functions and goals of other therapeutic disciplines and the importance of coordination.
  (2) Understanding of the nature and implications of illness and handicaps from physiological, psychological and sociological viewpoints.
  (3) Ability to work with handicapped people in the community. Internships and intensive clinical experiences are recommended.

9.8 An understanding of principles of program administration and management, including planning, organization, direction, and supervision and evaluation.

Commentary: Special career specializations may wish to focus the study of program administration on that particular setting. For example:

a. (Therapeutic Recreation). Ability to design, develop and administer programs to meet special needs of ill and handicapped people with respect to unusual area and equipment requirements and other special problems posed by atypical health conditions.

b. (College Union Administration). Understanding of the development, administration and advising of college union program activities.

c. (Outdoor Recreation). An understanding of programming for outdoor recreation, including functions of organized and unorganized activity; types of activities and the requirements (areas and facilities, leadership, finance) of each; interpretive services, etc.

9.9 An understanding of special administrative aspects peculiar to particular settings including business procedures, finance, public relations and personnel management.

II. Administration of Recreation and Park Systems

Areas: municipal recreation and park administration, therapeutic recreation director, camp administrator, college union director, et al.

A. Competencies Specific to this Area of Emphasis

9.10 Knowledge and understanding of administrative principles, procedures, and practices. The competency of this standard should be in greater depth than the administrative competency provided at the undergraduate level, Standard 7.15.

9.11 An understanding of principles of program development, administration and management, including planning, organization, direction, supervision, and evaluation.

9.12 An understanding of special administrative aspects peculiar to particular settings.

Commentary: Examples include:

a. (Camp Administration). Course work concerned specifically with food operations, housing, health program administration, etc.

b. (College Union Administration). Course work in union food service production and management and other administrative aspects peculiar to unions, such as administration of higher education, financial management, communications; supervised work experience related to those special administrative aspects.

c. (Voluntary Agencies). Course work concerned with board-staff relationships and involvement of membership in decision making.

9.13 An understanding of the principles and procedures related to planning, development, design and maintenance of recreation areas and facilities.

9.14 An understanding of principles of personnel management.

9.15 An understanding of the legal aspects of recreation and parks, including authority for operations, revenue sources, property acquisition, liability, etc.

9.16 Understanding of the principles related to planning of local, subregional, state and regional areas.

9.17 An understanding of the dynamics of human growth and development, with specific reference to needs, interests and problems of age groupings and the atypical.

9.18 An understanding of the urban complex, including city development and the demands of an urban population in a changing society.

9.19 An understanding of community organization and an ability to relate to the power structure and public service systems.

9.20 An understanding of political theory, as related to public finance, power structure and politics, public policy and decision making.

9.21 An understanding of business administration, including business law, fiscal procedures and public relations.

III. Recreation Resources Administration

Areas: Municipal recreation and park administrator, recreation and park educator, administrator in federal or state agency concerned with recreation resources development and administration.

9.22 Knowledge, understanding, and application of administrative principles, procedures and practices. The competency of this standard should be in greater depth than the administrative competency at the undergraduate level, Standard 7.15.

9.23 Knowledge and understanding of legal aspects of recreation and parks including revenue sources, property acquisition, liability and involvement in legislation.

9.24 An understanding of the principles of personnel management.

9.25 An awareness of social forces, especially as they relate to recreation and parks.

9.26 An understanding of the principles related to planning of local, county, state and/or federal recreation areas and an ability to formulate comprehensive planning for given areas.

9.27 An understanding of the urban complex, including city development and the demand of an urban population in a changing society.

9.28 An understanding of political theory, especially as related to government structure, function and services.

9.29 An understanding of the principles and procedures related to design, development and maintenance of recreation areas and facilities.

9.30 An understanding of programming for outdoor receration, including functions of organized and unorganized activity; types of activities and requirements (areas and facilities, leadership, finance, etc.) of each; interpretive services.

9.31 An understanding of and ability to interpret environmental problems and relationships.[12]

Additional ideas and concerns pertinent to professional preparation are presented in the next section of the report.

SPECIAL GROUP REPORTS

The work of the various AAHPER Divisions was enhanced by the input of several special interest and study groups. Pertinent material and discussion is presented under three major headings: Special Emphases, Research and General Task Force Reports.

Special Emphases

The primary focus of undergraduate professional preparation is development of a broad basic foundation. However, the diversity of the field and the increasing trend toward professional specialization lend support to providing undergraduates opportunities for beginning areas of specialization. To determine the number and type of special emphases which a given institution of higher learning can, and might, offer requires many considerations: Geographic location; institutional and departmental philosophy; number and nature of the students to be served; availability of human and material resources — institutional and community; and current and projected market demands.

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[12] NRPA Board of Professional Education. Standards and interpretations for accreditation in recreation and parks, in *Report to the National Commission on Accrediting* (Arlington, Va.: National Recreation and Park Association, 1973), pp. 1-17.

Settings in which park and recreation personnel function have been noted elsewhere in the report. Additionally, several areas of special emphasis are included in the accreditation report (following standards 7.18 and 9.3). The particular emphases presented below are by no means inclusive. They appear as a result of communication initiated by groups of unaffiliated representatives of the General Division. The Recreation Division was receptive to the ideas presented by these groups, summaries of which follow.

Community School. The community school or community education programs — an extension of school-recreation programs — are growing rapidly in many areas of the country and throughout some foreign countries. Their influence is extending to all geographical regions in the United States. Although the emphasis has been primarily in the large cities, the effect on community recreation programming may well be even greater with expansion into smaller communities. Frequently, the recreation program sponsored by community education directors will be the principal non-commercial recreation program for these smaller communities. The preparation of community education directors traditionally has been at the graduate level and does not include any recreation/park segment. The single most likely entree into this graduate program would be through the undergraduate recreation and/or park major.

Although the portfolio of the community education director is larger than just community recreation, the recreation phase is an integral part of all community education programs. Since this position calls for programming, supervising and administering recreation programs — frequently very similar to competencies necessary for lower level community recreation programmers, supervisors and administrators — the universities sponsoring such education programs should explore accreditation using the same general criteria as municipal recreation curricula. Certain other constraints and flexibilities must be included in the general education or liberal education block of the accreditation process for these recreation curricula.

Since teacher certification is generally a prerequisite for full-time employment in community education this certification should be an integral part of the training of recreation majors with this emphasis. The student teaching experience and/or the professional laboratory experience should be appropriate for the type of position these students will assume upon graduation. Generally this will not involve, to any significant degree, the traditional classroom approach to student teaching but will, instead, involve administrative internships with community education directors and other related recreation professionals who can provide opportunity for face-to-face leadership and programming responsibilities in a recreation setting.[13]

Outdoor Education. Recreation is one of the curriculum areas in colleges and universities which includes leadership preparation for outdoor education. It should be recognized, however, that graduates of recreation and park curricula generally are not certified to teach in public school settings though they may serve in an ancillary capacity. Since preparation for teaching in outdoor education in public school settings requires teacher certification, the responsibility for teacher preparation rests with the academic disciplines in professional preparation *and* the College (school) of Education. Philosophically, a professional preparation program in outdoor education could most justifiably be housed in the Department of Curriculum and Instruction in the College of Education. In actuality, however, it is frequently offered in other academic areas such as Physical Education or Recreation.

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[13] Additional information may be had by writing to The National Leadership Center for Community Education, 1017 Avon St., Flint, Mich. 48503.

To date, professional preparation in outdoor education has been confined to the graduate level as in-service education. With the growth of outdoor education programs in the past decade numbering in excess of 2,000 school districts, the need for increased professional preparation to meet the everyday needs of teachers has focused attention on undergraduate education. Therefore, attention must be directed toward the development of a prototype undergraduate program designed to provide both minimum and extensive professional preparation in outdoor education.[14]

International Relations. This report focused on the need to develop world citizens and how the association divisions might become involved in this type program. The idea of world-wide mobility turning the world into an international playground would seem to open up a great opportunity for the recreation and park field.

It was reported that more than an understanding of other cultures would be needed to deal with tomorrow's world. Change, occurring at an ever accelerating pace, is presenting the world society with many challenges which are already charting the direction of future changes. The ability to adapt and change, along with the ability to communicate effectively with peoples of other cultures, should be an integral part of education for life.

While it was acknowledged that most majors undertake studies of an international nature (folk dance, studies abroad, inter-city service, and others), a special emphasis would prepare students to identify and diagnose problems, determinants, ideals and suppositions in given societies, with a view toward interpreting them by cross-reference to similar elements in other societies.

Competency recommendations were both general and professional. Those listed here are ones which are not regularly required of recreation and park majors: anthropology, world history and religions; foreign language; participation in international fairs, suppers and dances; comparative and urban education; associations with guest resource persons and organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Bureau of Education (IBE) and the World Confederation of Organizations of the Teaching Profession (WCOTP); and firsthand living experience in another culture. Also recommended was a study of specific peoples through their dance, sports, games, folk ways, health problems, recreational interests and methods of obtaining full development. Several movement competencies were recommended, including the study of movement as a phenomenon, varying from people to people, influenced by their habitat, customs and mores. While this is a representative sampling of the competencies listed in the report, it is recommended that persons interested in developing this special emphasis send for the complete detailed report.[15]

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[14] Recommendations regarding professional preparation for outdoor education are forthcoming and may be obtained by writing to Julian Smith, Director of AAHPER's Outdoor Education Project, Michigan State University, 403 Erickson Hall, East Lansing, Mich. 48823.

Aquatics and commercial recreation were among other suggested areas of special emphasis discussed but for which no reports were available. The list of possibilities will undoubtedly continue to expand at a fast rate.

Research

The report received from the Committee on Research emphasized the fact that since research is basic to a discipline or profession it should be an integral part of the undergraduate professional preparation program. Recommended competencies are: understanding the principles and values of the scientific method; ability to distinguish among the four basic research methods; ability to select appropriate research designs and methods of data collection; ability to identify and use research resource materials; ability to differentiate between and utilize basic descriptive and inferential statistical methods; ability to read, understand and apply findings of research; and, finally, demonstration of ability to satisfactorily undertake, complete, and report an independent research project. At the undergraduate level these experiences might well be dispersed among several courses, although a research oriented course is certainly warranted.

A Recreation Division sub-committee supported and expanded on the importance of research. While commendable accomplishments have been achieved in recreation and park research, a need for a higher degree of sophistication in research designs was noted. Acknowledging the fact that the world of today is faced with constant change and a rapidly developing technological society, it was asserted that greater emphasis should be placed on experimental research. The common use of computers was viewed as both supporting and facilitating greater emphasis on research.

Conferees concurred that providing undergraduates opportunities to learn basic research techniques was essential if properly interpreting the literature and conducting scientific research were to become a natural process for recreation and park personnel.

General Task Force Reports

Special AAHPER task forces were assigned responsibility for studying and making a report on the following general concerns: Certification; Interrelationships; Auxiliary Personnel; and Articulation. Copies of these reports were made available to all conference participants for individual study and subsequent discussion within divisions.

Sub-committees of the Recreation Division examined these reports pertinent to relevancy for the recreation and park field; and, subsequently, presented their findings to the Division. Since all four reports are included in the Addendum of the conference publication, comments presented here are limited to those particulars which Division participants thought deserved special attention.

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[15] Requests should be addressed to Myrtis Herndon, Chairman of Women's Physical Education, Hiram College, Hiram, Ohio 44234.

Recreation Certification. Careful study of this entire Task Force Report is recommended. If the trend of "Performance Based Certification" continues, educators should be ready to actively participate in the establishment of the "performance base" and method of application which certifying agencies might use. A major step toward this end should be the building of current curricula on established competencies, as found in the Accreditation Standards and Criteria. These competencies then need to be evaluated in terms of student performance.

Certification of professional recreation and park personnel has not developed rapidly. However, when groups are demanding greater leadership accountability, curriculum builders should accept responsibility for helping to establish certification methods.

Interrelationships. No conferee recommendation was put forth concerning this Task Force Report.

Auxiliary Personnel. The first three pages of this report were found to be especially pertinent for the recreation and park field. In light of the trend to greatly increase the use of paraprofessionals, conferees recommended careful study of the document by all professionals.

Articulation. Participants were particularly impressed by the emphasis given to "A Partnership Approach" in articulation. Individual and institutional study and action were recommended.

EPILOGUE

While the weight of responsibility at first made the reporting of these proceedings seem a monumental task, a recreative experience was realized in "the doing."

The success of the conference was due to the participants. To them, the editor expresses sincere thanks and the hope that each contributor has been accurately presented.

To the many reading this report, it is hoped that you will leave it with a sense of renewed dedication and inspiration essential to carrying the profession to even greater heights.

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SAFETY EDUCATION

INTRODUCTION

Enactment by the U.S. Congress of the Highway Safety Act of 1966 and the Occupational Safety and Health Act of 1970 has accentuated a long existing need of individuals who have extensive training in safety education and accident prevention. In recognition of the increasing importance of these areas, the AAHPER Division of Safety Education appointed a five-member Task Force to prepare a preliminary report on basic curricular requirements for undergraduate preparation in safety education for the 1973 Conference on Professional Preparation. The task force met twice in preliminary work sessions — the first in Chicago on December 2-3, 1971, and the second in Champaign, Illinois, September 29-30, 1972.

UNDERGRADUATE PREPARATION IN SAFETY EDUCATION

1.0 BASIC CURRICULA IN SAFETY EDUCATION

Curricula for teacher education are designed to achieve explictly stated objectives. These objectives are determined in relation to both the professional roles for which the preparation programs are designed and the behavioral outcomes sought. It is assumed that the design of each curriculum for the preparation of teachers adopted by the institution reflects the judgment of appropriate members of the faculty and staff, of students, of graduates and of the profession as a whole. It is also assumed that these curricula reflect an awareness of research and development in teacher education.[1]

1.0.1 Definition of Terms

A. Accident

1. "That occurrence in a sequence of events which usually produces unintended injury, death or property damage."[2]
2. An unplanned, unwanted and unexpected event which may produce injury, death, or property damage.
3. An incident due to error in performance by man and/or machine in a particular environment which results in contact with one or more forces that interfere with normal body processes or which exceeds the threshold limit of the entire human body or of specific objects involved, sustained because of ineffective adjustment to hazards, manifested by losses incurred, and observable in the form of symptoms such as pain, injury, damage, destruction and interruption of mission.

B. Safety

1. That discipline which deals with (a) causation and prevention of accidents, (b) mitigation of accident consequences, (c) care of injured persons, (d) salvage of damaged property and (e) protection of the accident site.
2. A system of science-based, action-oriented components designed to affect optimal achievement of error-free and, therefore, accident-free task performances which involve man-machine-environment relationships.

C. Safety Education

1. That area of instruction and experience through which persons learn to make wise decisions in daily living.
2. The process and methodology employed in conveying safety science subject matter to individuals through effective utilization of learning experiences designed to favorably influence decision making competencies related to cognitive, affective, and psychomotor behavior de-

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[1] National Council for Accreditation of Teacher Education, *Standards for the Accreditation of Teacher Education* (Washington, D.C.: NCATE, 1970), p. 3.

[2] *Accident Facts* (Chicago: National Safety Council, 1972), p. 97.

manded for accident-free performances in tasks involving man-machine-environment relationships.

Accidents grow out of deficiencies in the cognitive, affective, or psychomotor domains. It is therefore the function of safety education to provide the student with the knowledge, feelings, and skills which will enable him to: (a) prevent accidents, (b) mitigate accident consequences, (c) care for injured persons, (d) salvage damaged property and (e) protect the accident site.

1.0.2 Suggested Competencies

A. Cognitive Domain (Knowledge)

1. Demonstrates familiarity with a variety of methods and techniques for determining safety needs and problems.
2. Identifies the significant present and emerging safety related problems and issues in the school, the community, and society at large.
3. Exhibits a knowledge of the influences of political, social, and economic factors on the safety of individuals.
4. Exhibits a knowledge of the problems facing people in living safely and demonstrates ability to aid in the solution of these problems.
5. Interprets legislation relating to safety programs.
6. Identifies information, services and other resources for safety programs.
7. Describes the relationship of the biological, social and behavioral sciences to the causes, prevention and/or solution of problems of safe living.
8. Exhibits a knowledge of the various components of the school safety program as set forth by particular state governing agencies.
9. Exhibits knowledge of the impact of the emotional and physical climate of the school on the safety of students.
10. Identifies symptomatic changes in student appearance and behavior which may indicate the presence of problems that could affect safe living.
11. Demonstrates ability to use a variety of media and methods in planning and implementing safety curricula.
12. Identifies a variety of safety teaching-learning opportunities.
13. Demonstrates application of measurement and evaluation techniques to safety problems and programs.
14. Displays an understanding of both traditional and contemporary subject matter content of the safety education discipline.
15. Identifies and expands on the different areas of a total safety program.
16. Demonstrates ability to make specific application of competencies existing in the cognitive domain to the student in all aspects of school and community life.

B. Affective Domain (Emotions, feelings, attitudes)

1. Displays regard for personal and environmental safety as a state of being rather than as a subject to be taught.

2. Exhibits a sustained interest in rapidly changing scientific knowledge concerning safety.
3. Declares a commitment to continued and constant study in safety education and related fields.
4. Promotes value of the total community, in particular the home and school, having unique responsibility in matters affecting the safety of individuals.
5. Defends the value of articulating safety education at various levels among and between program offering agencies.
6. Conveys beliefs that safety is a positive force in everyday living.
7. Exhibits responsiveness to the changing patterns of behavior and their effect on safe living.
8. Subscribes to the belief that example and precept contribute to the teaching-learning process of safety.
9. Defends belief that a positive self-image contributes to safe behavior.
10. Displays a genuine interest in and enthusiasm for assignments in accident prevention and injury control.
11. Encourages others to consider career commitments in accident prevention.
12. Develops safety awareness programs through a positive rather than a negative approach.

C. Psychomotor Domain (Action)

1. Communicates effectively with the publics concerned with safety.
2. Participates actively as a member of professional organizations promoting safety.
3. Works cooperatively with other personnel in safety.
4. Demonstrates leadership in safety planning and evaluation.
5. Displays initiative in encouraging expansion of safety activities.
6. Encourages individuals to accept responsibility for their safety and the safety of others.
7. Keeps accurate records of accidents and follow-up actions.
8. Develops instructional guides, unit plans and lessons suitable for use in safety education.
9. Structures teaching-learning environments and experiences conducive to effective safety instruction.
10. Masters utilization of technological delivery systems relative to safety communication.
11. Assigns individuals to activities, particularly those with hazard potential, on the basis of health records, accident experience and other available information.

1.1 Design of Curricula

The curricula for safety education should be based on objectives reflecting the institution's conception of the educator's role, and organized to include: (a) general studies, (b) content for the specialty, (c) humanistic and behavioral studies and (d) teaching and learning theory utilizing laboratory clinical experience and practicum techniques.

1.2 General Studies Component

The general studies component of a prospective undergraduate safety program should require that a minimum of one-third of the time be devoted to the humanities and basic natural sciences.

1.2.1 The following areas should be included in the general studies program for safety educators: humanities, natural and behavioral sciences and social sciences. (Particular attention should be given to human psychology and sociology. Note possible examples: ergonomics, human ecology, anatomy, population biology, physiology, epidemiology.)

1.2.2 Competencies in the general studies program should be provided through formal courses, workshops, field experiences, and seminars.

1.2.3 The general studies program should meet the institution's requirements.

1.2.4 The level of the general studies program should be based on the individual needs of the student.

1.2.5 The individual needs of the student should be assessed through regular institutional evaluation instruments (tests, transcripts, interviews).

1.2.6 The content of the general studies component should be flexible and determined by safety education faculty cooperating with the appropriate academic departments.

1.3 Professional Studies Component

1.3.1 Content for the Teaching Specialty

Content in safety education should include the appropriate subject matter required for the initial preparation of the safety educator. Safety educators should be prepared to teach accident prevention and injury control as teachers in educational institutions or as specialists in other professional, private, and community agencies.

The safety educator should have a comprehensive body of knowledge in safety which includes the study of the content to be taught. This should include specialized study in the fundamentals of safety to create a greater public awareness of the fact that people must learn to differentiate between high-risk and low-risk action.

Content of the specialized program should include all areas of safety as reflected by the needs and demands of our society. Both foundation and application areas should be included. The foundation area includes content which emphasizes fundamentals and concepts pertinent to safety without general applications. The application area includes content which emphasizes primarily problems and issues in traditional areas. The following areas represent both traditional and contemporary thoughts.

A. Foundation areas of Safety Education: content which emphasizes fundamentals and concepts pertinent to safety without general applications.

   1. Trends in accident prevention and control
   2. Safety analysis of human and machine tasks
   3. Hazard identification and control countermeasures
   4. Human and environmental safety factors

5. Safety legislation (standards and compliance)
6. History, philosophy, and psychology of safety
7. Legal and liability aspects of safety
8. Disaster and emergency preparedness
9. Fire protection and prevention
10. Safety Research, measurement and evaluation.

B. Application Areas of Safety Education: content which emphasizes, primarily, safety problems and issues in traditional categories (of human activities).

1. Home and family safety
2. Driver and traffic safety
3. Outdoor and recreational safety
4. Safety in aquatic pursuits
5. Safety in physical education and athletics
6. Community safety and support organizations
7. Commercialized transportation safety
9. School safety (instruction, services, environment)
10. Safety programs (organization, administration, supervision).

1.3.2 Humanistic and Behavioral Studies

An integral part of the preparation for safety education should include studies in such areas as philosophy, educational philosophy, educational sociology, foundations and problems of education and psychological concepts of human behavior.

1.3.3 Teaching and Learning Theory with Laboratory and Clinical Experiences

Professional preparation in safety education should include the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

Some of the courses, seminars, and other experiences which may be made available are: analysis of teaching, microteaching, programmed learning, instructional strategies, theory and evaluation of safety teaching and learning, and theory and research in human learning and behavior modification.

Professional preparation in safety education should provide students with opportunities for comprehensive and varied "real-world" experiences. Most of the pre-service laboratory safety experiences should be practitioner oriented, should be under the guidance or coordination of a qualified safety teacher and/or practitioner, and should commence early in the student's program.

1.3.4 Practicum

To qualify for certification in safety education, the undergraduate candidate should have devoted a major portion of his practicum experience directly to safety teaching or extended field practice. The practicum in safety instruction should be coordinated by a qualified safety educator and/or practitioner.

Experienced field faculty should be used for assistance during this practicum.

2.0 FACULTY FOR BASIC PROGRAMS

2.1 Competence and Utilization of Faculty

There should be a full-time faculty whose major responsibility is safety instruction, research and service. Each faculty member should possess at least a master's degree and/or demonstrated professional competence. Allied and related areas should be taught by persons who meet the minimum requirements of the full-time safety faculty. Faculty should not be assigned to teach a safety subject for which they are not qualified and/or certified.

The safety faculty should have written policies outlining the means by which the effectiveness of safety instruction will be evaluated.

2.2 Faculty Involvement With Schools

Faculty members in safety should cooperate with other agencies in planning, developing and implementing elementary and secondary school and community safety programs. They should also be involved in professional safety preparation matters of concern to other teacher education institutions. A systematic procedure for identifying special needs of the schools and agencies mentioned above should be devised.

2.3 Conditions for Faculty Service

The safety faculty should be expected to actively participate in safety professional activities. Continued improvement in formal and informal safety experiences should be a condition for continued employment.

2.4 Part-time Faculty

Part-time faculty should meet the conditions of employment required of full-time faculty. Exceptions might occur when a highly specialized subject area would best be served by a part-time staff member uniquely competent in the special area even though he may not meet usual staff requirements.

Since there may be several opportunities to use part-time safety faculty, specific policies regarding minimum qualifications and load for part-time safety faculty should be formulated and utilized.

Part-time staff should be provided opportunities for comprehensive and continued involvement in the program of professional preparation.

3.0 STUDENTS IN BASIC PROGRAMS

3.1 Admission to Basic Programs

Students admitted to the professional preparation program in safety education should meet the same standards required of those entering other professional preparation programs.

3.2 Retention of Students

Students should be required to maintain a scholastic performance comparable to students in other specialized teacher education programs. Students must be able to demonstrate their ability to communicate with people of varied backgrounds. Students should be cognizant of the characteristics of hazardous environments and be able to illustrate capabilities for handling problem solving responsibilities. Dedication to the program, desire for continued education, and good physical and mental health are prerequisites for retention in the program. Appropriate criteria should be used for evaluating students' qualities.

3.3 Counseling and Advising for Students

The professional safety faculty should provide guidance and counseling to students throughout their professional preparation. Job placement possibilities, career opportunities, the role of professional organizations, and other counseling services should be an essential part of the advisement program. Adequate follow-up procedures and contact with graduates should be a part of this program.

3.4 Student Participation in Program Evaluation and Long-Range Planning

Provision should be made for student participation in professional preparation program evaluation and long-range planning.

4.0 RESOURCES AND FACILITIES FOR BASIC PROGRAMS

4.1 Library

The institutional library should be a principal information storage and retrieval center. The library holdings should be adequate to support the instruction, research and services necessary for the program. The library holdings should be sufficient in number for the students and faculty and pertinent to the types and levels of programs offered.

4.2 Materials and Instructional Media Center

Modern media and materials are essential elements in the communication systems of contemporary society. For this reason teachers should understand the technologies and possess the skills necessary to use such media and materials in their teaching. The institution should make available to students and faculty the appropriate teaching-learning materials and instructional media and prospective teachers should receive instruction in the development and use of appropriate technological delivery systems.

4.3 Physical Facilities and Other Resources

Adequate provision should be made in such specific areas as aquatics, driver education, gymnastics, industrial studies and others for the unique facilities and equipment necessary for both operational and instructional safety because of the recognized presence of greater potential hazards involved.

5.0 EVALUATION, PROGRAM REVIEW AND PLANNING

5.1 Evaluation of Graduates

The performance of the graduates should be a means of evaluating safety education preparation programs. Therefore it is important that institutions maintain liaison with graduates for that purpose.

5.2 Use of Evaluation Results to Improve Basic Programs

Student feedback collected systematically during the program and after graduation, as well as employer analysis of individual on-the-job performance, should be regularly analyzed to identify program strengths and weaknesses. The application of program evaluation findings provides for rapid growth program modification to keep current with changing conditions and needs.

5.3 Long-Range Planning

Plans for future development should be based on three general inputs: (1) feedback from students and employers; (2) research studies, including surveys and reports from periodicals and journals; and (3) exchange of information with professional colleagues and official agencies. These three sources should reveal trends and directions in safety education and provide the basis for rational long-range program planning.

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SCHOOL HEALTH EDUCATION

INTRODUCTION

There are key terms throughout this report which have appeared both in professional literature and in common usage. While these are familiar terms, they are often perceived differently. In addition, each term acquires new and different meanings over a period of time. To clarify their intent for the reader, the following definitions are presented.

HEALTH. A state of physical, mental and social well-being and dependent upon the interaction of these dimensions — a dynamic, ever-changing state.[1]

HEALTH EDUCATION. A process with intellectual, psychological and social dimensions relating to activities which increase the abilities of people to make informed decisions affecting their personal, family and community well-being. This process, based on scientific principles, facilitates learning and behavioral change in both personnel and consumers, including children and youth.[2]

HEALTH INSTRUCTION. The process of providing a sequence of planned and spontaneously originated learning opportunities comprising the organized aspects of health education in the school and community.[2]

SCHOOL HEALTH EDUCATION. The health education process associated with health activities planned and conducted under the supervision of school personnel with involvement of appropriate community health personnel and utilization of appropriate community resources.[2]

SCHOOL HEALTH EDUCATOR. An individual with professional preparation in health education or health science who is qualified for certification as a health teacher and for participation in the development, improvement and coordination of school and community health education programs.[2]

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[1] Developed by the Curriculum Commission, School Health Division, AAHPER.

[2] *Report of the Joint Committee on Health Education Terminology*, March 15, 1973.

SCHOOL HEALTH PROGRAM. The composite of procedures and activities designed to protect and promote the well-being of students and school personnel. These procedures and activities include those organized in school health services, provision of a healthful environment, and health education.[2]

COMPETENCY. The possession of skills, knowledge and understandings to the degree they can be demonstrated. Competency statements are broad and include a performance word.[3]

SPECIFIC BEHAVIOR. Maximal or minimal characteristics which must be evidenced in the process or product. They are criteria used to measure the attainment of a competency, and in other cases may be referred to as performance objectives, performance indicators or behavioral objectives.[3]

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[3] Developed by the Teacher Preparation Commission, School Health Division, AAHPER.

PART I

RECOMMENDED STANDARDS FOR THE ACCREDITATION OF TEACHERS OF HEALTH EDUCATION

I. Basic Program in Health Education

A. Design of Curriculum

B. General Studies Component

The general studies component of the program for prospective health education teachers should require that a minimum of one-third of the time be devoted to studies in the symbolics of information, basic natural sciences and the humanities.

1. The general studies program should include: general biology, general chemistry, communication skills, sociology and human psychology.
2. Institutional patterns should provide for distribution of courses, seminars, readings, field work, etc. in the general studies.
3. The general studies program should also meet the institution's general studies requirement.
4. State and regional accreditation reports, and reports of student achievement should reflect the quality of the general studies program.
5. Institutional evaluative instruments and procedures may be used in assessing the level of the general education background of each student and programs of study individualized accordingly.
6. Content of the general studies should be determined cooperatively by the academic departmental staffs and the health education faculty.

C. Professional Studies Component

The professional studies portion of the curriculum shouid be devoted to the areas listed below, with the approximate percentages of time indicated:

Professional areas in health education:

Content to be taught to pupils	30%
Supplementary knowledge from the subject matter of health education and from allied fields	20%
Humanistic and behavioral studies	10%
Teaching and learning theory with laboratory and clinical experiences	30%
Electives	10%

1. Content for the teaching specialty

   Two types of knowledge are required of the school health educator beyond the general studies program — knowledge presented to the student and knowledge concerned with the background for the teacher performing the task.

a. The health education teacher should have professional preparation in the following:
  1) Understanding of man's ecology and interaction with society. Background studies in such fields as the biological and behavioral sciences should be utilized in this area.
    a) environmental health health concerns (including air, water, and noise pollution; radiation; population dynamics)
  2) Understanding of health issues and health problems of the individual in society, with identification of leading health problems, and the development of knowledge and understanding in this area
    a) emotional and social health
    b) alcohol, tobacco and other drugs
    c) nutrition (including knowledge of basic nutrients, wise selection and uses of foods, obesity and weight control, food faddism and controversial food topics)
    d) communicable and noncommunicable diseases
  3) Human growth and development and its relationship to health; the principles of growth and development and the ability to relate these to the health instruction program
    a) family life education (including human sexuality and the psychosocial and cultural factors promoting successful marriage and family relations)
    b) appraisal of health status of the individual in relation to dental health, the special senses, and cardiovascular and other aspects of fitness
  4) evaluation of the validity and reliability of health information and resources, and the identification of emerging health problems and issues
    a) consumer health (including intelligent selection of health products and health services, consumer protection agencies, health misconceptions and superstitions, health insurance plans and delivery systems
  5) understanding of public health principles and the individual's responsibility in maintaining high level public health conditions
    a) official, voluntary and professional health agencies and organizations; health careers
    b) urban health problems
    c) disease prevention and control
  6) an understanding of the dynamics of accidents (including the causes and prevention of accidents and

the treatment of accident victims) as well as the conditions conducive to safe living

a) emergency care, including first aid procedures

b. Supplementary knowledge from the subject matter of health education and from allied health fields will include approximately 20% of the professional studies component in related biological and behavioral sciences with implications for health education, such as:

1) anatomy and physiology
2) anthropology
3) human ecology
4) human growth and development
5) microbiology
6) psychology
7) sociology

2. Humanistic and behavioral studies

Study in the humanistic and behavioral studies component in the preparation of health educators is an integral part of the total undergraduate program. Such study includes a review of functions, concerns and problems related to the entire process of education and their significance in health education. This area also includes a review of related disciplines and their approach to meeting the problems of education.

3. Teaching and learning theory with laboratory and clinical experience

Professional preparation should provide opportunities for study in the principles and application of behavior modification and reinforcement, and in applying learning opportunities that may favorably affect health behavior. Study should include preparation in the teaching process in health education, including curriculum development and organization of health content; development and utilization of effective learning opportunities (methods, materials, techniques); and evaluation of all aspects of the teaching learning process.

Professional preparation in health education should provide opportunities for broad and varied field and clinical experiences.

4. The practicum

To be eligible for certification in health education, the individual should have devoted a substantive portion of his practicum experience directly to health instruction over an extended period of time. Supervision of the practicum should be under qualified health education personnel.

5. Organization and administration — Special responsibilities

The health educator performs other essential tasks beyond the responsibility of health instruction. These include organization and administration of the school health program and the performance of health-related services.

The health educator often coordinates and supervises the instructional part of the program, the health services performed by the school and aspects of the program which have direct implications for health. This can be identified as the "school health program." In some cases, the health educator assists or counsels in the administration of this total program.

6. Furthermore, the health educator performs several functions in the community. These include making public relations appearances before students, teachers, administrators and parents and educating the public about health.

D. Use of Guidelines Developed by Professional Association

In developing a curriculum in health education, the institution should give consideration to the guidelines developed by the School Health Division of the American Association for Health, Physical Education, and Recreation.

E. Control of Basic Programs

The health education faculty should be represented on the administrative body which is responsible for the teacher education program within the institution.

II. Faculty

A. Competence and Utilization of Faculty

There should be a full-time faculty whose major responsibility is health education. Each faculty member should have a post-master's degree and/or demonstrated scholarly competence, as well as specialization in such areas as curriculum devleopment and administration and supervision.

B. Faculty Involvement with Schools

Members of the health education faculty should have continuous association and involvement with elementary and secondary schools and with school-related community health agencies and programs.

C. Conditions for Faculty Service

The health education faculty should be encouraged to participate in various phases of professional activities, and competency in one area should not preclude involvelment in other areas.

D. Part-time Faculty

Part-time faculty members should be employed only if they meet the same academic preparation standards as the full-time faculty. The two situations which would call for part-time faculty would be in the case of need for special competence not presented on the faculty, and for additional service in an area of competence already represented on the faculty.

III. Students

A. Admission

Students admitted into the professional preparation program in health education should be expected to meet the same basic requirements as in other teacher education programs. Screening of potential candidates for the undergraduate professional program and appropriate guidance and counseling at the time of admission are considered essential.

B. Retention of students

Teachers of health must be able to handle a variety of task responsibilities in meeting the challenges of society. These responsibilities require such personal qualities as self-direction, the ability to communicate with people of varied backgrounds, optimal personal health, enthusiasm, and a concern for and acceptance of other people. Appraisal techniques should be established to evaluate students with respect to these and other pertinent qualities.

C. Counseling and Advising for Students

Students preparing to teach in this area should have the opportunity for counseling and guidance by professional health personnel throughout the undergraduate program. This service should be provided in regard to career opportunities, the role of professional organizations, and in teacher placement.

D. Student Participation in Program Evaluation and Development

Students should be given an opportunity to participate in long-range planning in teacher education programs in health education. There should also be opportunities for continuous student input concerning the effectiveness of the program and the faculty in the undergraduate professional preparation program in health education.

PART II
COMPETENCIES OF THE HEALTH EDUCATOR

I. Content For the Teaching Specialty

A. Environmental Health

The prospective teacher:

1. Understands the relationships of population changes to environmental quality
    - a. Explains causes and consequences of population change and growth
    - b. Relates population problems of overcrowding to social, cultural, political, religious and economic influences
    - c. Compares social, cultural and political factors in determining population policy of different countries
    - d. Relates population problems to other environmental problems
2. Recognizes the need for individual and societal responsibility in the promotion and maintenance of environmental quality
    - a. Points out preventive and corrective measures of pollution
    - b. Lists the roles of various local, state and federal agencies and commissions combating pollution
    - c. Supports environmental quality through his own personal behavior
3. Understands the relationship of man to his environment
    - a. Explains man's physical dependency on the environment
    - b. Identifies those psychological needs which are related to environmental quality
    - c. Identifies those human factors which affect the quality of the environment
    - d. Applies ecological principles to environmental problems
    - e. Analyzes current scientific data regarding environmental quality.

B. Mental Health

The prospective teacher:

1. Understands stress and its relationship to health
    - a. Evaluates various techniques in coping with stress
    - b. Analyzes the relationship of stress to the individual's position on the mental health continuum
    - c. Relates the effect of stress on physical health
2. Recognizes the influence of the school environment on students' mental health
    - a. Identifies aspects of the school setting which have implications for mental health
    - b. Identifies school policies and procedures which are detrimental to students' mental health
    - c. Relates the importance of maintaining flexibility in the

school setting for meeting the needs of exceptional children
    - d. Analyzes the importance of effective communication among all members of the school community

3. Understands mental health as a major aspect of total fitness
    - a. Relates the physical, mental, emotional and social aspects of health
    - b. Describes one's level of mental health as a factor in meeting personal, physiological and psychological needs
    - c. Describes the role of one's self-concept in all areas of health behavior
4. Understands the scope and magnitude of the mental health field
    - a. Defends one's position regarding current issues in mental health
    - b. Identifies existing mental health programs and facilities in the community and state
    - c. Analyzes information concerning mental health and mental illness in regard to its accuracy
5. Understands the various aspects of crisis situations
    - a. Describes the dynamics of suicidal behavior
    - b. Identifies sources of aid to those suffering from adjustment problems
    - c. Identifies deviations from characteristic behavior among students
    - d. Explains different types of problem behavior
6. Understands the major aspects of optimal mental health
    - a. Describes the importance of effective interpersonal relationships
    - b. Explains the importance of caring for others
    - c. Justifies the importance of personal success for each individual.

C. Tobacco, Alcohol and Other Drugs

The prospective teacher:

1. Recognizes the skills necessary in working with students concerned with drug issues
    - a. Promotes an awareness and understanding in the student of his relationship to a drug-oriented society
    - b. Compares and contrasts alternatives in meeting student needs
    - c. Identifies the variables which make the use of drugs a personal experience
2. Understands the basic facts concerning drugs
    - a. Classifies common drugs into basic categories
    - b. Identifies common drugs by pharmaceutical and slang names
    - c. Identifies ways in which drugs are taken into the body
    - d. Defines basic terminology related to drug use

    - e. Identifies the limitations of factual information in affecting behavior
3. Understands the basic uses and abuses of drugs
    - a. Identifies current functional uses of drugs in our society
    - b. Identifies some of the underlying causes of drug abuse
    - c. Compares different uses of drugs among various cultural groups
    - d. Compares different forms of drug abuse and use among various age groups
4. Understands current policies governing drug use
    - a. States the penalties and other provisions of local laws related to drug use
    - b. Identifies the penalties and other important aspects of federal legislation dealing with drug abuse
    - c. Defends the need for school policy governing drug use, possession or sale on campus and the teacher's role in such issues
5. Undertsands current issues in drug use and abuse
    - a. Describes some of the current controls on drug trafficking at various levels
    - b. Relates the general societal influences on the use and abuse of drugs
    - c. Describes the basic findings of major drug commission reports and research efforts
    - d. Gives examples of typical consumer drug problems related to self-medication
6. Recognizes drug-related community resources and their functions
    - a. Defends the importance of cooperation between the school and community agencies in drug programs
    - b. Identifies community resources in drug research
    - c. States the role of public and private health agencies that counsel and treat individuals with drug problems
    - d. Describes the role of major community health and social agencies in helping to reduce the drug problem.

D. Nutrition

The prospective teacher:

1. Recognizes that nutrients serve the body in a variety of ways
    - a. Identifies contributions of nutrition to the promotion and maintenance of human growth and development
    - b. Identifies the influence of age, sex, size, activity, specific conditions of growth, state of health and environmental stress as related to nutritional needs
    - c. Relates the quality, quantity and timing of nutrient intake to human health
2. Recognizes that nutrients are categorized according to their dietary roles
    - a. Analyzes the effects of processing, storage and preparation on food values

  - b. Identifies the multiple nutrient values of food
  - c. Identifies the role of technology in modifying the nutrient content of foods
- 3. Recognizes that food selection is determined by a variety of factors
  - a. Points out the ways in which social, psychological and economic factors may influence food choice
  - b. Analyzes the effects of caloric intake on weight control
  - c. Analyzes consumer behavior as it relates to food faddism, superstitions and misconceptions.

E. Communicable and Noncommunicable Diseases

The prospective teacher:

- 1. Recognizes that a disease is a harmful departure from normal body functions
  - a. Distinguishes between communicable and noncommunicable diseases
  - b. Identifies the stress factors leading to illness
  - c. Lists the signs and symptoms of major diseases
- 2. Identifies the various factors in the causes of disease
  - a. Lists basic principles of epidemiology
  - b. Identifies the modes of transmitting communicable diseases
  - c. Identifies variables which causes alteration in the structure and function of the body
  - d. Identifies diseases that may affect certain age, sex and genetic groups
- 3. Recognizes that disease affects human health to varying degrees
  - a. Describes several of the factors that influence the severity and duration of disease
  - b. Identifies natural defenses of the body
  - c. Describes major chronic health disorders and their effects on health
- 4. Recognizes the preventive, treatment and curative aspects of disease at all levels of responsibility
  - a. Identifies the role of appropriate health practices in delaying, minimizing the severity or preventing the occurrence of major diseases
  - b. Categorizes the role of various state, federal, local and voluntary agencies in effective disease control and prevention
  - c. Explains specific ways in which individuals may help to prevent diseases
  - d. Appraises the function of research in the control of disease
  - e. Depicts the role of the World Health Organization in the control of disease.

F. Human Sexuality

The prospective teacher:

- 1. Understands the total concept of human sexuality

    a. Describes the physiological, psychological and sociological bases of sexual feelings
    b. Identifies the importance of achieving and maintaining one's sexual identity
    c. Suggests ways of developing and maintaining meaningful sexual relationships
2. Understands the importance of sociocultural determinants of sex roles in society
    a. Describes the forces determining traditional sex roles in society
    b. Distinguishes between different ways of expressing one's sexuality
    c. Describes the effect of sociocultural factors on changing sex roles
3. Understands the distinctive nature of human sexuality as an area of study
    a. Identifies the forces which support and inhibit change concerning sexual issues
    b. Develops strategies for encouraging individual and community support for teaching this area
    c. Defends the importance and basis for divergent views regarding sexual issues
4. Understands the stages of psychosexual development
    a. Cites examples of individial behavior and its relationship to the level of psychosexual development
    b. Identifies alterations in behavioral patterns and their relationship to psychosexual development
    c. Identifies the limitations in the concept of deviant behavior
5. Understands the role of the family and the various forces acting upon it
    a. Compares and contrasts various forms of marriage and life styles
    b. Describes the importance of family stability as a factor affecting one's total well-being
    c. Defends the importance of establishing roles within the family unit
6. Displays confidence in oneself as a sexual being
    a. Displays skills in leading discussions about sexual topics
    b. Handles controversial issues effectively
    c. Possesses an adequate vocabulary, understanding of proper terminology and an awareness of slang expressions in matters related to human sexuality.

G. Dental Health

The prospective teacher:

1. Understands the dental health needs of children and teenagers
    a. Analyzes the role of diet in preventive dental health at early ages

b. Points out esthetic aspects of dental hygiene

c. Gives examples of factors responsible for individual variation in dental health needs

d. Demonstrates skills and procedures for maintaining optimal dental health

2. Understands the relationship of dental hygiene to one's total well-being

a. Describes the causative factors of proper and improper dental hygiene

b. Explains the nature and causes of major dental diseases

c. Predicts possible consequences of poor dental hygiene to total well-being

d. Contrasts the results of proper tooth cleaning with improper tooth cleaning

e. Demonstrates skills needed for maintaining optimal dental health

3. Recognizes the growth and developmental changes related to dental health

a. Explains shedding and eruption of deciduous and permanent teeth

b. Gives examples of prenatal dental care

c. Identifies the major dental problems of specific age groups

4. Knows the concepts of corrective dentistry

a. Describes oral conditions that require corrective dentistry

b. Identifies major dental specialties and their services

c. Identifies reasons for failure to seek corrective dentistry.

H. Physical Fitness

The prospective teacher:

1. Recognizes the contribution of physical fitness to one's overall well-being

a. Identifies the role of our own labor-saving devices in affecting one's health

b. Evaluates concepts of fitness and their relationship to health

2. Recognizes the importance of establishing a fitness program to meet the individuals' needs

a. Identifies major variables in considering individual fitness programs (e.g., age, general level of health)

b. Relates the importance of conditioning and training in physical fitness programs

c. Differentiates between various types of exercise programs necessary to meet each individual's needs

3. Appreciates the importance of sleep in contributing to physical fitness and health

a. Identifies lack of sleep as an obstacle in functioning effectively

b. Gives examples of situations in which lack of sleep can be a hazard to self and others

    - c. Identifies individual variation in sleep requirements
    - d. Relates specific ways in which positive sleep habits can contribute to overall well-being.

I. Consumer Health

The prospective teacher:

1. Understands the roles of organizations and agencies in protecting the consumer of health services and products
    - a. Identifies the roles of medical and allied health professionals in consumer affairs
    - b. Compares and contrasts services of various consumer protection agencies and organizations
    - c. Identifies agencies and organizations concerned with the control of quackery
2. Understands the health implications of quackery in health services and products
    - a. Identifies characteristics of quack messages and practices
    - b. Describes the physiological, psychological, sociological and economic aspects of medical quackery
    - c. Identifies the implications of concerns such as food fads, crash diets, cosmetic quackery, etc.
    - d. Identifies fraudulent practices or products
3. Recognizes the factors involved in selecting and evaluating health services and products
    - a. Identifies criteria involved in selecting a physician, dentist and pharmacist
    - b. Lists and describes basic appeals used by the advertising industry in selling health products
    - c. Appraises health advertising messages for their scientific accuracy
    - d. Points out personality characteristics of individuals susceptible to quackery
    - e. Appraises health facilities in community in respect to scientific standards
    - f. Compares the roles of the physician, osteopath and chiropractor
    - g. Identifies the specific responsibilities of all medical specialists
4. Demonstrates knowledge of those professions, careers and occupations related to health fields
    - a. Identifies the qualifications and functions of each member of the health team. (Doctor, nurse, health educator, physical therapist, dentist, dental hygienist, public health worker, dietitian, nutritionist, pharmacist)
    - b. Compares the contributions of each health profession or occupation
    - c. Identifies specific educational requirements for each health occupation

  - d. Explains reasons for the current demand for health specialists
  - e. Identifies and appraises sources of information concerning various health careers
  - f. Describes factors which influence supply and demand for health specialists.

J. Community Health

The prospective teacher:

1. Recognizes that community health is the responsibility of the citizenry
   - a. Identifies factors that influence people's decision making and action that affect community health
   - b. Distinguishes between health issues requiring community action and those requiring individual action
   - c. Describes the ways in which the health of the individual and the community are interrelated
   - d. Identifies ways of taking an active role in community health
2. Recognizes the role of health-related agencies in the promotion and maintenance of community health
   - a. Appraises the contributions of agencies and services concerned with the promotion and maintenance of community health
   - b. Identifies the impact of health agencies on the quality of life for the citizens in the community
   - c. Selects ways in which the school can cooperate effectively with community health agencies in meeting people's needs
3. Identifies major health problems facing the community, state, nation and world
   - a. Identifies major community health problems dealt with by all levels of government
   - b. Describes the basic principles of public health at the local, state, national and international levels
   - c. Relates basic principles of international health issues to local situations.

K. Accident Prevention

The prospective teacher:

1. Understands the conditions conducive to a safe environment
   - a. Identifies hazards of the total environment (home, school, traffic, occupational, recreational)
   - b. Evaluates the safety aspects of the school environment
   - c. Identifies factors affecting the degree of safety in human activity
   - d. Analyzes methods of promoting and maintaining a safe environment
2. Comprehends the psychological and sociological factors in accidents

        - a. Distinguishes safety consciousness from accident-prone behavior
        - b. Infers from statistical data the frequency of accidents in specified age groups
        - c. Appraises stress as a factor in accident causation
        - d. Identifies emotional, psychological and social factors in contributing to accidents
    - 3. Understands the concepts of first aid and emergency medical care
        - a. Identifies the essential components of a minimum emergency care program for home, school and community
        - b. Justifies the rationale for his choice of an emergency care program for the home, school and community
        - c. Demonstrates proper first aid and emergency medical care procedures in cases of injury or illness
        - d. Justifies the need for accident reporting procedures in the school
        - e. Records results of emergency care correctly
    - 4. Is aware of the natural and man-made laws relative to safe living in a technical and complex society
        - a. Defends the importance of developing proper attitudes in relation to safe living (drinking and driving, recreational activities, etc.)
        - b. Analyzes the importance for a democratic society to develop laws to promote safe behavior of its members
        - c. Identifies the effects of the laws of nature on man and his environment (gravity, friction, centrifugal force, force of impact)
        - d. Describes factors in the external environment which influence the accident situation.

L. Philosophy of Health and Health Education
The prospective teacher:

1. Understands theories of health and health education
    - a. Analyzes definitions of health and their meaning
    - b. Evaluates philosophical approaches to health education
    - c. Describes the rationale behind different concepts of health education
    - d. Analyzes the strengths and weaknesses of different concepts of health and health education
2. Recognizes the need for a working definition of health and health education
    - a. Demonstrates in his regular daily activity a working concept of health and health education
    - b. Identifies factors which contribute to the formation of health and health education concepts
    - c. Identifies the value of a conscious awareness of health and health education in enabling one to become an effective teacher of health.

II. Contributions to the Subject Matter of Health Education from Allied Fields

Health education is an applied discipline, drawing heavily from the biological and natural sciences for its content, and from the behavioral sciences for its methodology. A broad base of learning experiences in these areas is considered essential in preparing the health educator.

A. The Prospective Teacher:
   1. Recognizes health education as a professional field from numerous disciplines
      a. Recognizes the relationship of allied fields of health education
   2. Identifies specific contributions of the biological and behavioral sciences to health education
      a. Illustrates the unique contribution of health education as a professional field
      b. Exhibits intellectual curiosity in fields related to health education
   3. Understands the significance of man's relationship with his environment
      a. Identifies current issues in urban and rural environment
      b. Cites examples of man's use and misuse of the environment
      c. Studies a local health problem, and relates the contributions of allied fields in meeting the problem
   4. Recognizes the impact of political, psychological, sociological and economic factors on human health
      a. Identifies the health needs and programs at local, national and international levels
      b. Identifies local, industrial and environmental health problems and recommends appropriate remedial action
      c. Formulates a plan including political, psychological, sociological and economic factors in combating a health problem
   5. Understands the physical, social and psychological stages of human growth and development
      a. Identifies theories of growth and development from conception through death
      b. Distinguishes between physical, social and psychological stages of human growth and development
      c. Illustrates factors that affect the sequence of mental and physical growth and development
      d. Identifies the interrelatedness among physical, emotional and social dimensions of growing and developing
      e. Perceives the differential health needs which are a direct result of maturity, growth and development

III. Teaching and Learning Theory with Laboratory and Clinical Experience

A. Curriculum Development and Organization of Health Content

As used in this section, the term *curriculum* focuses on the instructional teaching-learning facets of education for health. It is not intended to encompass the total school experiences that may have implications for health, both planned and unplanned. It is intended to give direction to the many curricular aspects that are involved with developing, planning and processing the experiences within the framework of health instruction. Health instruction is an integral component of the total school curriculum.

The prospective teacher:

1. Understands that a philosophical foundation is a vital part of curriculum development
    a. Is familiar with the concepts inherent in various philosophies of education
    b. Selects and applies philosophical concepts in health curriculum development
2. Understands that curriculum development is a dynamic, ongoing process
    a. Considers social change and student needs and interests as influences in curriculum development
    b. Incorporates recognized innovative and creative ideas of design into existing curricula
    c. Justifies the need for periodic evaluation and restructuring of the curriculum
    d. Identifies community members and their roles as potential resources to assist in planning for curriculum change
3. Values the comprehensive, sequential approach to curriculum design rather than the crisis-oriented approach
    a. Organizes the health curriculum in a sequential manner with an awareness of the importance of scope and continuity of content
    b. Identifies direct teaching, integrated and correlated instruction and team teaching
    c. Evaluates crisis-type problems and crash programs and decides which may become curriculum entities, thus indicating their relation to the comprehensive approach
    d. Provides curricular flexibility to allow for the inclusion of past, current and future health topics
    e. Demonstrates a flexible concept of health by applying it to relevant human concerns and by interpreting health issues within the context of general cultural values and beliefs and individual life styles
4. Is aware of curricular patterns and trends as they relate to education for health
    a. Reviews new curriculum patterns in an effort to distinguish fad from innovation in curriculum design
    b. Identifies direct teaching, integrated and correlated instruction and team teaching
5. Develops health content into a meaningful course of study

- a. Integrates content areas with common conceptual threads as they focus on the central problems of the life cycle of man
- b. Incorporates students' needs and interests as well as health problems of society into the existing curriculum
- c. Relates health instruction in the school to health practices of the individual
- d. Utilizes health resources at local, state and national levels in developing curriculum
- e. Localizes and personalizes health content specifics.

B. Development and Utilization of Effective Learning Opportunities

Effectiveness in health instruction is determined to a large extent by the selection, development and application of appropriate teaching methods and materials. For achievement of maximum efficiency, the teacher of health education, therefore, should have the competencies to construct, select and effectively use a variety of methods and techniques conducive to the learner's development. This implies a thorough understanding of theories of learning, behavior and communication.

The prospective teacher:

1. Understands modern theories of learning as applicable to health instruction
   - a. Applies currently accepted educational theories which relate to health teaching
   - b. Adapts learning theory models to classroom situations
   - c. Justifies the use of a given learning theory in health education
2. Understands selected theories of behavior and behavior changes as applied to health instruction
   - a. Demonstrates techniques of classroom management
   - b. Illustrates the application of motivational theory to health instruction
3. Perceives the necessity for communication skills
   - a. Demonstrates the ability to communicate
   - b. Interprets verbal and nonverbal areas which could create or enhance channels of communication
   - c. Uses the principles of group dynamics
4. Recognizes the importance of using teaching methods appropriate to the situation
   - a. Illustrates strengths and weakness of various methods
   - b. Demonstrates the use of a variety of methods such as role playing, etc.
   - c. Illustrates the relationship between teacher personality characteristics and the selection of method
   - d. Evaluates the effects of specific teaching methods
5. Recognizes the importance of selecting teaching techniques appropriate to the learner

        - a. Demonstrates the ability to establish "learning stations" appropriate to the individual learner
        - b. Relates the selection of techniques to social, cultural and ability factors
    6. Is familiar with the use of various media in health instruction
        - a. Selects media appropriate for the learner and the situation
        - b. Demonstrates ability to incorporate use of media in lesson planning
        - c. Demonstrates the ability to use audiovisual equipment
    7. Is aware of the use of unstructured learning opportunities ("teachable moments") that utilize daily life situations
        - a. Identifies teachable moments
        - b. Uses opportunities for making learning relevant
        - c. Organizes teaching-learning experiences in such a way as to meet day-to-day performance tasks
    8. Understands the principles of selection and uses of a variety of additional materials
        - a. Identifies various sources of printed materials
        - b. Evaluates and selects materials appropriate to the learner
        - c. Discriminates between educational and noneducational material.

C. Evaluation of All Aspects of the Teaching-Learning Process

The teacher of health education should have the ability to select and develop appropriate techniques and devices for (a) determining health needs and interests, (b) evaluating student progress and (c) appraising the success of the total school health program. Furthermore, the teacher should be able to conduct classroom research projects and know how to interpret and use the results of health-related research.

The prospective teacher:

1. Understands the importance of using a variety of valid and reliable techniques to determine health needs and interests through the school health program
    - a. Describes the rationale for typical evaluative procedures used in various aspects of the school health program
    - b. Demonstrates ability to use diverse evaluative techniques in the school health program
    - c. Identifies the place of students' needs and interests in program planning
2. Understands the importance of using valid formal and informal methods to evaluate student progress
    - a. Constructs and uses instruments to measure student comprehension of content
    - b. Identifies a variety of standardized measurement instruments
    - c. Differentiates outcomes of instruction which are measurable
3. Understands the importance of using various local, state and national guidelines to evaluate the school health program

      - a. Evaluates a local school health program using criteria accepted locally, at the state level or nationally
      - b. Identifies a variety of school health program evaluation tools
      - c. Adapts a school health program evaluation checklist and/or rating scale which would be applicable to a local situation
   4. Understands the importance of interpretation, utilization and follow-up of the results of evaluation procedures
      - a. Describes and interprets the results of screening devices
      - b. Uses results of evaluation of classroom instruction in program modification
      - c. Reviews results of measurement with students
      - d. Recommends changes in the classroom environment on the basis of evaluation results
   5. Understands the relationships of research and evaluation
      - a. Identifies methods used in data gathering and research reporting
      - b. Illustrates use of research data in evaluating and planning all aspects of the school health program
      - c. Reviews research literature
      - d. Demonstrates ability to use diverse research tools in planning
   6. Recognizes evaluation as an ongoing process in determining teaching effectiveness
      - a. Identifies methods of teacher self-evaluation
      - b. Cooperates with others in the preparation and use of a variety of instruments for the evaluation of teaching effectiveness
      - c. Justifies the need for evaluation of the effectiveness of diverse teaching tasks and characteristics.

IV. The Practicum

The practicum in a professional preparation program should provide many opportunities for the professional student to work with individuals and groups in a variety of settings. Opportunities should include observation and/or participation in health-related activities in the school and community in addition to supervised student teaching.

A. The Prospective Teacher:
   1. Understands the importance of possessing a variety of teaching skills
      - a. Selects objectives, content, methods and evaluation techniques according to the specific characteristics of each situation
      - b. Demonstrates skill in the use of classroom simulation
      - c. Designs relevant and comprehensive resource units
   2. Recognizes opportunities for a variety of health-related experiences in the school and community

    - a. Identifies health education role and responsibility of various community agencies
    - b. Participates as a volunteer in one or more community health projects
    - c. Participates in diverse field experiences in the school setting
  3. Understands the value of communication skills in teaching
    - a. Uses verbal and nonverbal communication skills in different teaching situations
    - b. Distinguishes cultural variations in language
    - c. Demonstrates ability to lead discussions
    - d. Clarifies student responses in teaching situations
    - e. Develops well-organized classroom presentations
  4. Recognizes the opportunities and limitations of various learning environments
    - a. Compares traditional classroom with open classroom
    - b. Demonstrates ways to modify the teacher-learner environment
    - c. Utilizes small group-work in teaching
    - d. Prepares independent studies for students
  5. Uses community agencies for learning experiences
    - a. Justifies use of field trips in teaching
    - b. Plans a field trip to a community agency
    - c. Identifies various potential community resources
  6. Understands the importance of valuing, problem-solving and decision-making skills
    - a. Clarifies own values with regard to health issues without imposing them on others
    - b. Designs and conducts classroom activities which give students opportunities to develop and examine various ways of handling health issues.

V. Organization and Administration — Special Responsibilities

A. The Health Educator Should Possess These Competencies:
  1. Understands general administrative components of the school health program
    - a. Describes the general principles of budget procedures in school health programs
    - b. Assists in preparing an annual budget for a school health program
    - c. Identifies various scheduling patterns for health education
    - d. Identifies various equipment and facilities that contribute to the school health program
    - e. Recognizes the structure and function of a school health council in relation to school health
  2. Is aware of local, state and federal legislation as it relates to school health programs
    - a. Recognizes state and federal legislation relating to the school health program, including an awareness of excep-

tions based on religious convictions
    - b. Explains local policies influencing the school health program in a given community
- 3. Recognizes the roles and responsibilities of the faculty, noncertified personnel, administration, student body and school board in the school health program
    - a. Describes the respective roles and responsibilities of each group (flow chart)
    - b. Compares and contrasts the unique roles and responsibilities of each of the above groups
- 4. Perceives his leadership role in the establishment and maintenance of a healthful school environment
    - a. Summarizes the major points relative to resources and standards concerning physical plant requirements
    - b. Identifies and relates the human and material factors contributing to a healthful school environment
- 5. Understands the general functions and goals of various community health organizations and agencies as related to the school
    - a. Identifies health agencies and other health-related agencies and organizations
    - b. Justifies using the services of official and nonofficial community health and health-related agencies and organizations
- 6. Understands the importance of classroom management in the successful performance of his duties
    - a. Relates students' classroom behavior to their level of growth and development
    - b. Identifies discipline as a desirable aspect of the teaching-learning process
    - c. Applies discipline with full cognizance to its usefulness and limitations.

VI. Public Relations

A. The Prospective Teacher:

- 1. Communicates effectively with various segments of the population
    - a. Identifies the skills necessary for effective public speaking
    - b. Employs public speaking skills
    - c. Demonstrates a willingness to participate as a speaker in situations outside the classroom
    - d. Demonstrates skill in two-way communication when interacting with the public
- 2. Employs a variety of media to inform the public about the school health program, particularly school health instruction
    - a. Describes the uses and limitations of the media as a public relations tool
    - b. Identifies topics of interest for specific publics

    c. Develops interesting and informative news releases for the media
    d. Identifies the potential effect of media coverage on the school health program
3. Recognizes the public's needs and interests in matters related to health
    a. Visits community health organizations to participate and demonstrate an interest in community action
    b. Surveys and synthesizes the needs and interests of a specific interest group
    c. Participates in community efforts to meet the needs and interests of a specific interest group and the general public
    d. Participates in community organizations and functions as a means of identifying public needs and interests
    e. Evaluates the results of research investigations for interpretation and use with specific interest groups
    f. Participates in projects which make available to the public and specific interest groups the most recent health information.

VII. Personal Qualifications of the Health Teacher

The prospective teacher of health should possess personal qualities that will influence students to develop positive health attitudes and behavior. Screening of potential candidates at the time of admission to the undergraduate professional program and appropriate guidance and counseling throughout the program are essential.

A. The Prospective Teacher:
1. Regards health as a quality of life
    a. Describes the quality of life in terms of optimal emotional, social and physical well-being
    b. Measures health on a continuum, the levels of which are determined by hereditary, environmental, cultural, social, economic and political variables
    c. Strives continuously to improve as well as adapt to changing factors
    d. Values good health in self and others
2. Realizes that maintaining competence in health education is a continuous process
    a. Utilizes all opportunities to enrich educational and social growth
    b. Becomes involved in organizations as a participant and/or resource person
    c. Evaluates new ideas and information
    d. Exhibits a willingness to share information and ideas with professional peers and others
3. Exhibits enthusiasm for teaching

   a. Demonstrates a sincere excitement for teaching
   b. Facilitates motivation to learn
   c. Accepts the responsibility and develops the capacity to nurture creativity in students

4. Strives continually to attain and maintain a positive self-image
   a. Identifies and accepts one's own strengths and weaknesses
   b. Demonstrates ability to accept and cope with social, mental and physical problems
5. Demonstrates a concern for and acceptance of people
   a. Exhibits concern for people through empathy
   b. Demonstrates concern and acceptance by "active listening"
   c. Uses appropriate guidance techniques
   d. Identifies the source of a problem before attempting a solution
   e. Demonstrates a nonjudgmental attitude
   f. Accepts different individuals and life styles
6. Possesses communication skills which are effective in working with individuals and/or groups
   a. Identifies and demonstrates skills involved in individual and group processes
   b. Evidences sensitivity toward others
   c. Utilizes inquiry as a means of gathering information
   d. Identifies and demonstrates skills in verbal and nonverbal communication
   e. Demonstrates two-way communication skills
7. Recognizes the importance of value clarification as a learning experience and its implications to health
   a. Demonstrates knowledge of man's process for developing self-worth
   b. Demonstrates knowledge of moral and ethical values
   c. Formulates a personal philosophy of life
   d. Accepts diverse life styles and abilities
   e. Is confident about professional relationships
   f. Believes in human worth and dignity
   g. Recognizes personal and student value systems
   h. Exemplifies the qualities of a discriminating person
8. Possesses skill and knowledge necessary to make decisions
   a. Knows how to use the scientific process to solve problems
   b. Interprets the results of evaluative process as they relate to the individual
   c. Views self as an influence in students' decision-making processes
   d. Demonstrates skill in resolving crisis situations in the classroom and school
   e. Realizes how the clarification of one's values may influence decision making.

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SPECIAL TASK FORCE
REPORTS

JUNIOR COLLEGE ARTICULATION

INTRODUCTION

In 1970, there were 848 public and 243 private junior colleges in America.[1] This total number of 1,091 junior colleges had enrollments of approximately 2½ million full-time and part-time students.

The junior college enrollment figures for 1960-1970 as shown in Table 1 present a growth of 60.9% in the number of colleges during that decade; in this same period there was an increase of over 280% in enrollment. Table 2 includes the 10 states enrolling the most junior college students. In 1960, 75% of the entire U.S. junior college enrollment was contained by the institutions in these 10 states as compared with 67.7% of the enrollments in 1970. While these same states still carry a major share of the two-year enrollments, junior college education is expanding in other states. Data in the *1971 Junior College Directory* suggests the following:

1. The junior college movement continues to exhibit strength both in terms of new colleges built and increased enrollments.
2. Growth patterns vary among states, but virtually all states report increased enrollment.
3. Over the last decade, the proportion of the population served by junior colleges has increased in all 50 states.
4. Public community colleges continue to show the greatest annual growth, with independent junior college enrollments becoming stabilized.
5. The proportion of full-time to part-time students continues to change very little at 57% to 43%, respectively.

More recent literature suggests that with tightened economy, college-bound students are seeking their lower division preparation in junior colleges rather than in four-year institutions. In addition, as junior college programs develop in most states, a greater percentage of students are transferring from community colleges to senior institutions.

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[1] ERIC Clearinghouse for Junior Colleges and American Association of Junior Colleges, *1971 Junior College Directory* (Washington, D.C.: ERIC, 1971).

TABLE 1
Junior College Enrollments For the Years 1960-1970

Year	No. of Colleges	Enrollments	% Increase Over Preceding Year
1960	678	660,000	3.1
1961	678	750,000	13.4
1962	704	819,000	9.4
1963	694	928,000	13.3
1964	719	1,043,000	12.5
1965	771	1,293,000	23.8
1966	837	1,464,000	13.3
1967	912	1,672,000	14.2
1968	993	1,954,000	16.9
1969	1,038	2,186,000	11.9
1970	1,091	2,500,000	11.4

Source: ERIC Clearinghouse for Junior Colleges and American Association of Junior Colleges, *1971 Junior College Directory* (Washington, D.C.: ERIC, 1971).

TABLE 2
Enrollments of 10 Junior Colleges in 1960 and 1970

State	1960 Enrollment	1960 Colleges	1970 Enrollment	1970 Colleges
Arizona	6,400	22	43,000	12
California	293,000	73	717,000	97
Florida	18,000	29	128,000	32
Illinois	35,600	35	154,000	57
Michigan	26,400	19	127,600	32
New York	47,000	47	193,000	60
North Carolina	9,100	22	58,000	66
Ohio	3,000	8	63,000	38
Texas	41,000	47	118,000	56
Washington	16,000	13	92,000	26
Totals	**495,500**	**315**	**1,693,600**	**476**

Source: ERIC Clearinghouse for Junior Colleges and American Association of Junior Colleges, *1971 Junior College Directory* (Washington, D.C.: ERIC, 1971).

ARTICULATION

Articulation is popularly identified as a process which should provide a continuous smooth flow of students from institution to institution; in this case, from two-year to four-year colleges. The major activities closely associated with articulation include admission, evaluation of transfer courses and credits, curriculum planning, advising and counseling and communication between institutions. For the most part, three articulation styles are operational in the 50 states:

Style 1, characterized by negotiation and voluntary action plan, is committed to policies derived through voluntary cooperation and negotiation. California and Michigan use this plan.

Style 2 is known as the formula plan. Various institutions or groups of institutions agree to a set amount of units for transfer. Florida, New York and Washington follow the plan.

Style 3, called the core curriculum plan, is self-prescriptive. A common pattern of general education might prevail or transfer courses must be approved by a central agency. Oregon, Georgia, Ohio and Texas are among the states utilizing this plan.

F. C. Kintzer[2] has identified three essential elements for smooth articulation communication, institutional integrity and flexibility. Of the three, he maintains that "Institutional integrity is crucial in the development of articulation agreements — the integrity of both the two-year and four-year colleges."

PROBLEMS ENCOUNTERED

Faculties at two- and four-year colleges generally support articulation plans. While evidence exists that there is a positive correlation between a high rate of rejection and low proportion of entering transfer students, sufficient information exists to indicate that the causes are attributed to various existing impediments. For example, in the university-college programs, the following has occurred:

1. Curriculum changes are made arbitrarily and suddenly rather than cooperatively and with reasonable lead time.
2. Detailed community college course outlines are demanded before transfer credit is approved.
3. Limitations are placed on transfer credits in certain fields.
4. Courses are shifted from lower division to upper division to avoid acceptance.
5. Requirements for graduation and major field curriculums differ from department to department.
6. Community college courses are examined but not those of senior colleges offering the same courses.
7. Four-year institutions require a higher grade average of transfer students than they do of their own students, thereby incurring a double standard.
8. The Associate degree is a requirement for university admission.

On the other hand, community college faculties have imposed some changes which act as barriers for smooth transfer. The following are examples.

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[2] Frederick C. Kintzer, Junior college-senior college articulation in the 70's, *College and University* 46 (Summer 1971): 596-597.

1. Transfer courses are developed without cooperative consultation of senior institutions.
2. Informal communication is exchanged between community college professors rather than with other designated articulation specialists.
3. Prerequisites are not offered for a course normally regarded as intermediate or specialized.
4. Courses are designed which are of transfer nature but include a mixture of subcollegiate and collegiate materials.
5. Adequate transfer guidelines are not provided to students.

Although universities maintain more rigorous academic standards than community colleges, which generally accept students where they find them and permit them to progress under less arduous competition and more flexible standards, experience has shown that successful transfer students do as well academically as university students who have completed all four years of their studies at the same institution.

ARTICULATION ACTIVITIES

There is considerable evidence that in the 1970s state agencies will exercise greater control than they had previously in junior-senior college articulation. The Professional Preparation Conference has, as one of its responsibilities, the identification of the role that community colleges will have to play in preparing specialists in health, recreation, physical education, dance and safety. Below are some of the activities that will have to be considered in preparing for these roles.

Admission. Many experienced officials identify accreditation as the most important factor in the transfer admission process. Because of the very nature of the importance of NCATE accreditation and regional accreditation to the senior institution, these agencies are often more concerned with the accreditation ranking of two-year colleges than the status of the high schools which sends freshmen to their institutions. In most institutions admission to four-year colleges is determined by the office of admission and/or registrar. More recently, total acceptance of the Associate degree has come to be the rule rather than the exception. When admission standards are tight and quotas are placed, some states have given the higher priority to community college transfer students than to those coming directly from high schools.

Evaluation of courses and credits. The very heart of the articulation program focuses on course and credit evaluation. More recent and widespread changes in grading policies and more extensive use of credit by examination will add to the problems of course and credit evaluation. Exchanging course outlines and class syllabi have helped to improve the evaluation process. The competency of the faculty and how they are chosen remain an important element in acceptance or nonacceptance of courses and credits. Another complicating factor is the transfer of quarter hours to semester hours and vice-versa.

Curriculum planning. The question "Should general education be entirely confined to the lower division and major subject work be taken only in the upper division of the senior institution?" is an important question in this area. Some states are making notable efforts in conducting statewide conferences to develop curriculums for community colleges. Other states form subject matter committees to develop appropriate transfer curriculums. In states where community colleges are under the control of state community college boards (which are separate from higher institutions and from public schools), the responsibilities of state departments of education and higher education institutions for articulation programs remain unclear. Another area demanding attention is the development of catalog descriptions and course titles. Transcripts of transfer students fail to show the appropriate title or nature of the courses taken.

Advising and counseling. Many community colleges and senior institutions find it practical to appoint one or two individuals at each institution as transfer advisors to diminish the number of people who handle the articulation material. Community college personnel who are responsible for transfer programs should be given an opportunity to visit every institution to which their students are sent. Likewise, four-year institutions should periodically send their articulation specialist to visit the junior colleges from which they receive their transfer students. Some procedure should be recognized to routinize the types of information exchanged between the two- and four-year institutions. Student personnel records, informational bulletins and transcripts are but a few of the materials that should be considered.

Communication. No aspect of articulation is as important as communication. Correspondence between advisors of two- and four-year colleges should be encouraged. Newsletters can be developed by statewide articulation committees which will periodically inform four- and two-year institutions of changes and curricula developments. Instruments of communication should include telephone calls, pamphlets, descriptive brochures and other pertinent documents. Committees should be established which provide discussion in subject matter areas. Dated course equivalent lists, printed transfer guidelines and other types of statewide publications are desirable.

Prior to the Professional Preparation Conference, participating and contributing members of the Task Force Committee on Articulation were surveyed as to areas of concern for junior-senior college articulation. Below are some of the ideas they expressed.

I. There seems to be little common agreement regarding the experiences and/or competencies that junior college major students should have when they transfer to a four-year institution. In light of this lack of common assent, below are responses to the questions posed:
    A. What major courses should be offered and taken at the junior college level?
        Any courses offered during the first two years in four-year institutions
        Introduction to Health, Physical Education and Recreation
        Nutrition
        Personal Health
        Professional Activities — individual, dual and team sports
        Senior Lifesaving
        Water Safety Instructor
        Sports Officiating
        First Aid and Safety
        Principles in Physical Education

Methods Courses
Theory Courses
History and Principles (foundations)
Anatomy
Techniques of Teaching (golf, tennis, etc.)
Chemistry
Family Life Education
Physiology
Human Growth and Development
General Education Courses — English, humanities, math
Physical Education in Elementary School
Techniques of Teaching Elementary School Games (K-3)
Techniques of Teaching Elementary School Games (4-6)
Techniques of Teaching Gymnastics and Tumbling (K-3; 4-6)

B. What experiences, other than formal course work, should be included in a junior college major's program?
Observation in the field
Any experiences similar to those offered at four-year level
Membership in physical education major or minor club
Intramural experiences — participant, official, coach
Participation in athletic program — team member, manager, cheerleader, student trainer
Summer and part-time employment in major field related program
Membership (student status) in professional organizations
Participation in campus activities such as newspaper, student government, clubs
Student government budget committees
Student visitations to four-year institutions
Work-study projects with physical education department
Volunteer experience in local physical activity and recreation programs (boys and girls clubs, church-sponsored, etc.)
None

Too often the lack of communication between two- and four-year institutions results in articulation problems for transfer students. In many cases this is unnecessary. Several mechanics of articulation could be used to make a transfer of a junior college student to the four-year level as smooth and efficient as possible. Areas to consider might include:
Transfer parallel sheet
Student profile sheet (activities and other experiences)
Telephone and written communication directly between the physical education departments of the two institutions
Communication from four-year school as changes are made in its professional preparation program
Communication from junior college to four-year college of changes in program and agreement on transferability of course prior to offering it
State articulation conferences — adopt state curriculum guide for colleges
Institution articulation committees — set policy

Institution articulation representation
Common course numbers in all institutions
Common course offerings in both two- and four-year institutions
Direct communication between chairmen of departments and registrars
Annual meetings of two- and four-year institutions
Regular meetings of department and division chairmen
State association workshops
Junior college sections in state associations
Senior college and university newsletters
Inclusion of junior college department chairmen on four-year school mailing list
State association of department chairmen and athletic directors from two- and four-year institutions
Visitation by four-year faculty and administrators to observe junior college programs
Keeping a current file of four-year catalogues in physical education office
Advising major students through physical education division; assigning each instructor several students to advise
Keeping a file of out-of-state catalogues and curriculums in library

III. Several experiences and devices have proven to be of good use in some two-year institutions. Below are some identified by junior college educators as worthy of consideration:

Printed material — catalogues, course outlines
Orientation for new major students
Annual meeting of all two- and four-year institutions within the state
Common organizational pattern in all institutions in the state (quarter or semester)
Advising students to correspond in writing with registrar and physical education departments of institutions to which they are interested in transferring

During the Professional Preparation Conference, the Task Force Committee on Junior College Articulation discussed the role of community colleges in the undergraduate preparation of students in health, physical education, recreation, dance and safety. The following areas provided some guidance to these discussions:

1. What are the expected cognitive, psychomotor and affective competencies that transfer students should have?
2. Develop a statement of philosophy which articulates the integrity of the institutions yet clearly defines the responsibility of each in the transfer process.
3. Design a statewide articulation committee or a pattern of professional membership which will provide for statewide participation and periodic meetings and conferences to take place in an organized manner.
4. Identify procedures which would foster better communication between two- and four-year institutions.

RECOMMENDATIONS

In response to questions 1-4 above, the Task Force Committee concluded the following:

1. More definitive information is needed on competencies that transfer students should have before going to a four-year institution.
2. The committee developed the following statement of philosophy which should serve as the profession's basic stand on articulation:

   An effective and efficient articulation process relies on the cooperation and active participation of both two-year and four-year institutions. Essential to this process is the maintenance of institutional integrity and individuality. In the absence of coordinated action toward alleviating articulation problems, the responsibility for initiating such efforts should rest with the junior college.

3. In the absence of an established pattern of control over articulation, the committee suggested that the existing college health, physical education and recreation organization be responsible for providing machinery for smooth articulation of students in health, physical education and recreation between two-year and four-year institutions.
   a. The primary responsibility of this organization would be to recommend policies for transfer of students' credits from member institutions.
   b. If there is not an existing college health, physical education and recreation organization, a preferred alternative would be the state health, physical education and recreation association.
   c. Additional possibilities would be a joint committee appointed by the responsible state governing board or direct communication between the involved two- and four-year institutions.

One pattern of articulation that the committee reviewed is shown on page 139.

4. In regard to procedures for improving communication, the committee believes the following merit primary attention:
   a. *Inter-institutional contact (visitation) should be initiated by two-year institutions, opening the door for reciprocity.*
   b. *Written guidelines should be developed to serve as a vehicle for implementation of articulation between institutions.*
   c. *A junior college section should be established in the state health, physical education and recreation association.*

CONCLUSION

Axiomatic to any articulation program is the basic philosophy that bachelor degrees are still granted by senior institutions. While this implies a certain amount of authority and responsibility in senior institutions, common sense and professional integrity demand a partnership approach to articulation program development.

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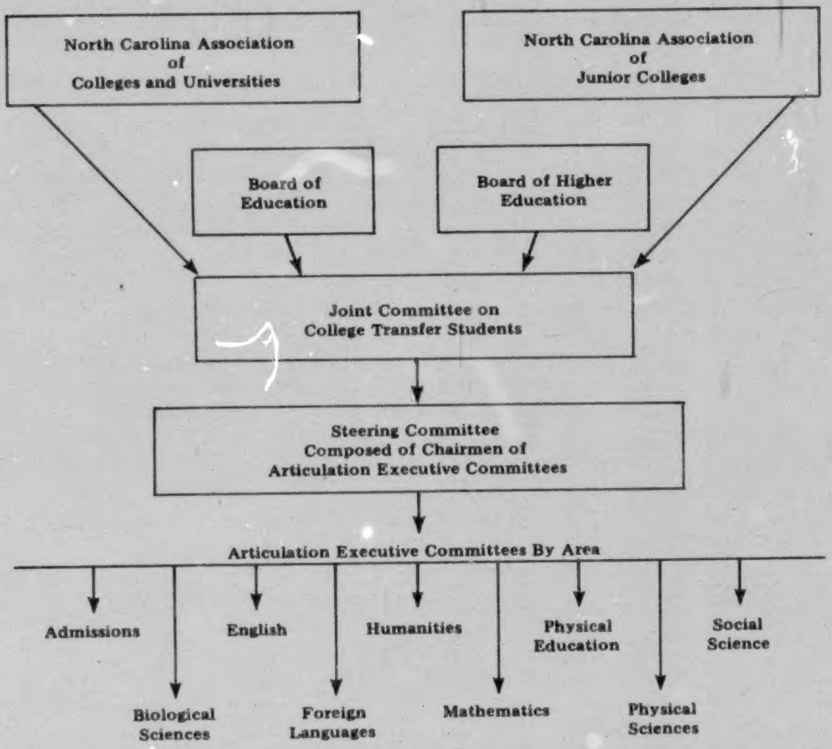
Organizational Chart for Development
of
Articulation Guidelines


North Carolina Association of Colleges and Universities
North Carolina Association of Junior Colleges
Board of Education
Board of Higher Education
Joint Committee on College Transfer Students
Steering Committee Composed of Chairmen of Articulation Executive Committees
Articulation Executive Committees By Area
Admissions
Biological Sciences
English
Foreign Languages
Humanities
Mathematics
Physical Education
Physical Sciences
Social Science

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AUXILIARY PERSONNEL

INTRODUCTION

The purpose of this paper is to establish a base from which individuals who have interest in or responsibility for health, physical education or recreation programs may consider the use of auxiliary personnel.

The major portion of this paper was originally prepared in 1970 for the AAHPER Professional Preparation Panel by a committee representing elementary, secondary and higher education institutions. Its present format is the result of additions excerpted from papers prepared by state associations, the Society of State Directors and information found in books and periodicals.

The following assumptions are implicit in this paper:

1. The fields of health, physical education and recreation utilize the services of professionals who are normally prepared for their responsibilities through college and university programs leading to baccalaureate degrees. Professionals working in these fields are typically certified by state departments of education or other certification agencies.
2. Some of the duties assigned or assumed by professional health, physical education and recreation personnel are nonprofessional or technical duties which could be more economically and appropriately performed by auxiliary personnel. If such duties were performed by auxiliary personnel, the professional personnel could devote more time to tasks whose successful completion requires professional knowledge, judgment and experience.
3. There are various names applied to the auxiliary personnel who perform duties related to the fields of health, physical education and recreation. The terms include but are not limited to teacher aides, educational assistants, paraprofessionals, noninstructional supervisors, lay aides, school nurse aides, health aides and teacher helpers.

In this report auxiliary personnel will be considered as those individuals who are assigned duties which allow them to assist the professional staff in health, physical education or recreation. Although auxiliary personnel are not qualified through professional certification, their preparation may range from on-the-job training to completion of college courses.

A POSITION

We endorse the philosophy of differential staff responsibility in the fields of health, physical education and recreation. We believe that the duties necessary for successful programs in these fields range from simple tasks requiring little or no professional preparation to functions demanding the highest levels of professional competence and preparation.

We believe that the most efficient use of the human resources available to schools, communities and agencies will occur only when professionally prepared personnel carry out professional responsibilities. We further believe that the number of professionals employed for such responsibilities must be sufficient to satisfy all the professional demands of the programs being implemented.

We believe that auxiliary personnel, when utilized, should be assigned only duties they are qualified by preparation, interest and experience to fulfill effectively, and such duties should always support the professional personnel whose work they supplement.

We believe that the primary purpose of using auxiliary personnel should be to facilitate the use of the professional staff's skills more frequently, more efficiently and more effectively. Moreover, we believe that the use of auxiliary personnel should allow professionals to work more closely in the teacher-pupil, school nurse-pupil or leader-participant relationship.

GUIDELINES FOR UTILIZING AUXILIARY PERSONNEL

When auxiliary personnel are utilized in health, physical education and recreation programs, we believe:

1. Their need should first be established by the professional personnel with whom they work and based upon defensible factors leading to better education for students or better services for communities or organizations.
2. The state department of education and each school district, governing community body, or organizational board should have written policies providing specific guidelines for the preparation, employment, utilization, in-service improvement and evaluation of auxiliary personnel.
3. Auxiliary personnel should be oriented and prepared for the specific responsibilities to which they will be assigned. The preparation may be provided through local resources or in junior college or university programs. In addition to technical job requirements, orientation should include clarification of school or agency philosophy, legal liability, job ethics, position benefits and lines of authority.
4. Minimum requirements for auxiliary personnel should include:
    a. Knowledge of and preparation for position requirements
    b. Evidence of satisfactory health status for position requirements
    c. Level of maturity appropriate for the position requirements (minimum of 18 years of age)
    d. Evidence of good moral character and emotional stability
    e. Ability to work effectively with people
    f. Ability to communicate effectively

   - g. A sincere desire to help children and youth
   - h. High school education or its equivalent
   - i. Empathy for children.

5. Auxiliary personnel should work under the direct supervision of the professionals to whom they are assigned. Overall responsibility and authority, however, should be retained by the school principal, administrator or program director.

We strongly oppose:

1. The use of auxiliary personnel primarily as an economy measure to save money through such procedures as increasing the ratio of students to professionals and assigning nonprofessionals to professional responsibilities.
2. The use of auxiliary personnel without written policies for their employment, preparation, duties and evaluation.
3. Allowing auxiliary personnel to perform duties which are beyond their abilities, level of preparation and/or legal status.
4. Failure of state certification or approval agencies to develop and enforce policies and guidelines for local agencies to follow in employing and utilizing auxiliary personnel.

RECOMMENDATIONS FOR THE MOST APPROPRIATE USES OF TEACHER AIDES

The teaching aide is a needed addition to the school health, physical education and recreation personnel when assigned certain duties *which carry no instructional responsibilities.* The teaching aide *should not*, and *must not*, be asked to do any of the following:

1. plan the learning experience
2. present the lesson to students
3. supervise warm-ups or drills
4. evaluate student learning or student response to specific types of motivational techniques
5. determine curricular placement of students according to motor ability, physical limitations or psychological maturation

ROLE OF THE TEACHING AIDE

The teaching aide is needed to assist the teacher in the following ways.

1. Perform mechanical but time-consuming chores such as:
   - a. check equipment out and in
   - b. check roll
   - c. report broken or unsafe equipment
   - d. repair equipment
   - e. maintain proper care of playing fields, tennis courts
   - f. order new equipment
   - g. check students for costumes (appropriate to the activity)
   - h. take messages and run errands
   - i. collect fees
   - j. oversee lost-found department

    k. issue and count towels
    l. maintain permanent medical records on students enrolled in physical education classes

2. Assist the teacher with the following duties:
    a. record scores of skill or physical fitness tests
    b. grade objective-type examinations
    c. record examination scores
    d. umpire or referee sports activities
    e. type examination, prepare written materials and duplicate them
    f. oversee the setting up of instruction aids for the classroom or laboratory situation (projectors, ball-boy machines, video-corders, et cetera)
    g. film, tape and edit audiovisual aids (loop films, transparencies)
    h. weigh students and test them for visual problems
    i. check records on medical histories
    j. collect and distribute books, pamphlets, lab supplies
    k. group work with students, including:
        (1) record results of weighing and measuring
        (2) record vision test results
        (3) make preparation for medical examinations
    l. set up teaching areas
        (1) make laboratory arrangements
        (2) set up audiovisual equipment
        (3) display resource materials
        (4) make arrangements for transportation to observations.

Note: The types of duties suggested under 1 and 2 above should be modified, amplified or deleted at the professional discretion of certified health and physical education teachers.

AUXILIARY PERSONNEL TASK FORCE

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CERTIFICATION

INTRODUCTION

The role of the Special Task Force on certification was defined as the preparation of a position paper which was to be made available to Division Task Force Chairmen prior to the Conference and a summary of this paper to be presented to a general session of the Conference.

The major thrust in certification is performance-based criteria and planning. Each member of the Task Force was asked to contact state departments in states which have initiated major changes in certification and to provide descriptions of these changes. In addition, each member accepted responsibility for information on a specific phase of certification. Items considered to be pertinent for developing this report included:

I. **Performance-Based Teacher Certification**
   a. The "approved program" concept in contast with "individual credential" certification
   b. Interstate relationships in certification (reciprocity)
   c. Role of state department of education in certification
   d. Role of federal government in certification
   e. Role of professional associations in certification (NEA, AACTE, NCATE, AAHPER, etc.)
      1) NEA Council for Instruction and Professional Development (formerly NCTEPS)
      2) NEA's Model Teacher Standards and Licensure Act, prepared for possible legislative action by states
   f. Differentiated staffing and certification
      1) Paraprofessionals
      2) Specific certification for inner-city or other special purposes

II. **Specialized Certification – Coaching, Dance, Driver Education, Health Education and Recreation.**

PART I

PERFORMANCE-BASED TEACHER EDUCATION

While progress in performance-based teacher education can be noted, action toward performance-based certification is much more limited. An AACTE survey reported in September 1971 included information related to the performance-based teacher education and certification from 34 states. In response to the question concerning development in performance-based teacher education, 32 states reported some progress or activity but most states provided descriptive phrases such as "initial stages," "study stage," or "discussion stage." However, 14 states reported positive progress in the direction of performance-based programs. Fifteen states reported conference on the subject and 23 states reported pilot or study programs in teacher preparation institutions. In the specific area of certification, most states reported the "approved program" approach and 13 states reported new developments and change in progress.

TASK FORCE SURVEY

A Task Force Survey of State Departments seeking information on various aspects of certification indicated the following:

1. To what extent is teacher certification performance-based?
   Several states listed progress on performance-based developments.
   - a. *Arizona* — Emphasis is on recertification based on performance. Program and models are being developed to find a viable system.
   - b. *California* — Teachers must teach in their majors. Majors' undergraduate work is heavily performance based.
   - c. *Illinois* — Illinois has been intensively examining teacher education and certification for over a year with special task forces and meetings. Although the Task Force on Certification has prepared a draft of recommendations to the Superintendent of Public Instruction, these recommendations have not been articulated yet as a precise plan for Illinois.
   - d. *Indiana* — Indiana has not initiated any specific performance-based programs at this time. Performance-based teacher education has attracted considerable interest and caused much discussion. Indiana University has a performance-based education program which should begin in fiscal 1973.

     Definite directions or trends in the performance-based movement in Indiana cannot be adequately assessed at this time. The coming year should provide a better basis for the assessment.
   - e. *Iowa* — At the present time there are no specific state efforts in performance-based activities. Institutions involved in teacher preparation are encouraged to give utmost consideration to the impact of performance-based programs on the preparation of educational personnel.
   - f. *North Carolina* — Competency-based certification standards are in the process of development.
   - g. *Utah* — All teacher preparation programs are being written on competency- or performance-based criteria.

h. *Wisconsin* — Wisconsin has initiated no significant or major changes in performance-based criteria for certifying physical education teachers. Study of the feasibility of using performance-based criteria in the total certification program has started.

Certification of physical education teachers and others is based upon the completion of an approved program. In those programs, however, credits earned might be based in many instances on performance.

2. Has your state adopted the "approved program" concept in contrast with "individual credential" certification?

Only one state indicated that the "approved program" concept had not been accepted.

3. What is the status of interstate relationships (reciprocity) in certification?

Most states indicated substantial reciprocity agreements ranging from full reciprocity to statements such as "must meet our minimum standards." The acceptance of graduates of NCATE-approved programs by the states has increased markedly and provides for reciprocal certification by many state departments. A typical statement of NCATE accreditation acceptance was:

> Graduates of colleges and universities outside of the state, which at time of applicant's graduation are fully accredited by the National Council for Accreditation of Teacher Education, are eligible for a regular teacher certificate provided: (1) the applicant is recommended by his preparing institution, (2) the recommendation for certification is supported by a transcript supplied by the institution and (3) the applicant is seeking certification in the area or level of teaching for which the state has provision for certification.

4. What role is played by the State Department of Education in certification?
   a. The certification office acts for the State Board of Education in the evaluation of credentials and the issuance of certificates. The Department exerts leadership in the development of new regulations and in the revision or deletion of existing regulations.
   b. The minimum standards for certification are established by the State Board of Education. The certificates are issued by the State Department of Education.
   c. Two bodies may issue teachers' certification: (1) college or university and (2) state department of education.
   d. Minimum college hours in specific areas are set by state departments.
   e. Certificates are processed through the certification department upon recommendations from colleges concerning their approved programs.
   f. The state board of education is the sole agency authorized to certificate teachers and other professional personnel for service in the public schools of the state.
   g. All teacher preparation programs must be approved by the state board of education staff before they are acceptable for certification.

5. To what extent do you use the standards provided by professional organizations (NEA, AACTE, NCATE, AAHPER, etc.)?

Standards provided by professional organizations are used in certification and accreditations by all states surveyed. Typical statements include:

North Carolina — Appropriate associations are involved with the state department in the development of certification standards. Physical education groups have been very active in that respect. As you know, NCATE is the National Accrediting Agency for Teacher Education. Physical education is within the purview of that association as are all other teaching areas.

Tennessee — In finding roles that professional organizations have played in determining certification standards, the College and University Professional Association of Health and Physical Education educators has recommended changes in certification standards that have become effective.

West Virginia — Professional service associations such as NEA, AAHPER and local education associations do not have any direct influence on certification standards in West Virginia. NCATE does have a direct bearing on state certification since NCATE accredits the colleges that offer teacher preparation programs.

6. Are special programs provided for paraprofessionals and inner-city personnel?
   a. Paraprofessionals — One state (California) provides special certification programs for (1) student or cadet teacher, (2) internship trainee, (3) teacher assistant, (4) student teacher.
   b. Inner-city personnel — Special programs are noted in relation to Teacher Corps programs in a few instances.

Summary

The reports from a training session on performance-based teacher certification, conducted by the Florida Department of Education in 1970, represents the most complete report of activity and progress in this area (2).

An excerpt from an introduction statement by Don Davies, Associate Commissioner, expresses the national commitment of the United States Office of Education.

> We can best accomplish our purposes by linking in-service to pre-service training, by establishing school-college parity in the preparation of educational personnel, by developing a system of differentiated staffing that encourages more effective use of educational personnel and by judging competence through demonstrated performance.
>
> The Bureau of Educational Personnel Development is expressly supporting and encouraging the development of performance-based approaches to training and certification.(4)

In this report the plans of selected organizations and state agencies are summarized. Reports and information relative to the status of performance-based certification are presented from the following organizations and state agencies:

American Association for the Advancement of Science, American Assoication of Colleges for Teacher Education, American Federation of Teachers, American Vocational Association, Association of Classroom Teachers, Association of Teacher Educators, National Commission on Teacher Education and Professional Standards, National Education Association, U.S. Office of Education, California, Florida, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, Texas, Utah and Washington. These groups have been most active and are continuing to study and work toward effective action programs. In addition, Georgia, Vermont and Arizona have been made a commitment to performance-based efforts.

LEGISLATIVE ACTION

Texas — Legislation requires that all new programs must be competency based and all existing programs must be competency based by 1977.

California — Legislation requires that a professional certification board be set up and that two alternatives be established for certification:
1. program approval for teacher training institutions
2. alternative program built on performance measures

Washington — Legislation states that there be parallel accrediting processes. The State Department is urging that all *new* programs be performance based; however, Washington is more interested in processes than in the final product at this time.

Florida — The legislature has publicly declared that Florida is to move towards competency-based certification. Large amounts of state and federal money have been allocated for the development of these programs.

Vermont — The state board is on record as proposing a move to competency-based certificates.

New York — State money has provided for several pilot projects.

Minnesota — The state board of education is on record to move towards competency-based certification.

Arizona — Legislation is expected this year.

New Jersey — The state proposes 20 areas of competencies. As soon as competencies are defined and measures developed, the state will move totally to competence-based certification.

Developments in Florida

Major progress toward performance-based certification has been made in Florida. It has been agreed that teachers must have a wide range of competencies and that professional preparation (pre-service and in-service) throughout the teaching careers be developed around these competencies.

Competencies are being identified and performance goals set. Multiple options, feedback, the individual approach, self-renewal and responsiveness to students and communities are considered to be significant.

A catalog of competencies is in process which will be used as a resource document and which will be continuously studied and updated.

Centers for collecting and reviewing performance-based teacher education materials and for dissemination of materials have been established.

Daniel (3) summarized progress in Florida:

> Performance-based certification suggests that the evidence used to designate those qualified as teachers should be directly related to teaching performance, rather than assuming that course credit hours or degrees will describe the qualified teacher.

The Florida approach has the following characteristics:

1. It is designed to move certification practices gradually toward a performance base. It is not a matter of throwing out an old system and putting in a new system.
2. The success of the plan will depand upon the success of individuals and institutions within the state to develop and implement new techniques for training personnel and evaluating their performance. Institutions to be involved include local school districts, professional organizations, colleges and universities. Providing assistance to all is an integral part of the plan.
3. The starting point for developing evaluation systems and training systems is to identify specific teaching skills and knowledge judged by professional educators to be relevant. Training procedures for each skill or unit of procedures are coordinated with each training component or module. Thereafter, comprehensive performance-based training and evaluation programs are developed piece by piece, with traditional components being replaced by performance-based components as the latter become available.
4. Florida has moved slowly on changing state laws or regulations. The changes which have taken place have been discussed thoroughly in the State Teacher Education Advisory Council — the official agency for advising the State Board of Education on matters related to teacher education and certification. Few changes have been necessary.

   Since state certification regulations provide for an approved program approach to teacher certification, no changes in those regulations were necessary to move toward performance-based teacher certification.

Developments in New York

A 1968 statement on certification in New York State reflecting change in traditional practices established an early concept of performance-based possibilities.

> *University of the State of New York*
>
> Although colleges have been able under current procedures to offer programs of preparation that depart from state certification requirements, most have continued to present courses for teachers and other personnel closely aligned with the minimum prescription contained in certification regulations. By removing the specificity required for certification, colleges preparing teachers will be encouraged, indeed the responsibility will force them, to reexamine their program of preparation, its relation to the competency needs of the schools they serve and the results achieved by their graduates.
>
> The most basic shortcoming in a certification scheme that is based on courses or program completion is that it is related solely to input — what has

> gone into a teacher's preparation. It does not attest directly to the teacher's capacity to induce learning on the part of students. It is not a statement of output or capacity as one might assume. Exploratory work is underway to develop a basis for certification other than course or program completion.
>
> These inadequacies are compelling enough in themselves to warrant a change, but there are several developing movements that suggest a redistribution of certification responsibility among schools and colleges, state education departments and professional organizations. One of these movements concerns differentiating more explicitly the roles which school personnel can and should perform. A corollary development is the assessment or appraisal of teaching performance in behavioral terms. The changes of October 1, 1968 place greater responsibility for training, selection and assignment in the hands of the schools and the colleges working with professional associations and with the State Education Department. (10)

A more recent statement relating to New York State programs suggested developmental change from 1968 to 1971.

> The State Education Department is proposing a set of process standards to be followed in developing trial projects in teacher education which will lead to competency-based certification. Standard I specifies that representatives of public schools, higher education institutions, teachers and teacher education students must be included in planning, development and evaluation. Interested representatives of other agencies may be included such as lay citizens.
>
> Standards II states that the cooperating agencies must address the following questions: 1) What are the stated objectives and priorities of the schools involved? 2) What competencies should a teacher have to serve in those schools? Standard III provides that the cooperating agencies must specify the evidence that they will accept and the manner in which they will ascertain that the prospective teacher has reached an acceptable level of competence. It also requires that the program provide individualized opportunities for the candidate to gain and demonstrate the competencies necessary for certification. Standard IV requires that a management system be established to provide data on student progress and the interrelationships of program components to determine accountability for each aspect of the program and to serve as a basis for program evaluation. (1)

Developments in Washington

The Washington State plan for the establishment of consortiums to develop teacher education standards has progressed effectively. The only consortium in the state devoted to physical education has been developed as the Washington State University-Tri Cities consortium. The group (8) submitted its preliminary report to the Superintendent of Public Instruction in June 1972. This report stated that the consortium had met its objective:

To identify the competencies necessary for fulfilling the following roles at each level of certification:

1. Teacher of physical skills and related activities
2. Program planner

3. Promoter of health and safety
4. Requisitioner of equipment and maintenance thereof
5. Public relations link with the community
6. Member of a school faculty
7. Member of a professional organization.

It was further stated that other objectives had been partially met. These were:

To select representative learning experiences for competency achievement

To determine and secure resources necessary for development and implementation of the programs

To plan for implementation.

Roles of a physical educator were established as:

Teacher of physical skills and related activities
Program planner
Promoter of health and safety
Requisitioner of equipment and maintenance thereof
Public relations interpreter
Advisor — counseling and guidance
Member of a school faculty and professional organizations
Member of a team.

The plan for implementation involves a cooperative program as part of the Washington State University Teacher Corps/Peace Corps Project which has undertaken to develop a model of learning experience and evaluation criteria for use in initial certification of elementary physical educators. The group has established knowledges, skills and abilities basic to a preparation program now in progress in Washington State. A report on this program, including the competencies, is in the Spring 1972 issue of the Washington Association Health, Physical Education, and Recreation *Journal.*

National Progress

A statement by Poppendieck of the U.S. Office of Education summarized current concepts and status of performance-based certification nationally.

> There is a positive outlook for improving teacher certification through applications of the performance concept. Such applications constitute a significant step in the gradual refinement of certification — the refinement over the years of the means of assuring qualified educational personnel for the schools.
>
> The performance base in certification has an affinity for the rising interest in accountability. It is really a counterpart. Our changing way of life has ushered in changes in the educational enterprise that, in turn, press for more adequate teacher education and more effective certification procedures. This is dynamic, and it is positive. Furthermore, it is responsive to criticisms of teacher education — constructive and otherwise — by laymen and professionals alike.
>
> The process of certification has never been static. Some of its critics may have seen it so, but changes, adjustments and refinements do occur. One case in point is the change since mid-century when only 17 states required the baccalaureate for teaching in the elementary schools. States do raise standards,

> support reciprocity, reduce the number of different certificates and develop approved-program agreements. The current interest in most states in performance provisions is definitely a positive sign in the continuing refinement of the certification process. It may well be a sign of accelerating refinement — and if so, more power to it!
>
> In the last decade or so, it has been the approved-program approach that has characterized change in certification. Proof-through-performance fits the approved-program process. It may well be that the first clear examples of a real assessment of actual teaching as an essential component in recommending candidates' certification will come through this approach. Program directors are in the best position to incorporate performance into present programs. Programs are operative. Performance assessments can be expanded or developed with relatively little additional effort, manpower or expense. Optimum developments, of course, will be expensive but we do not usually move forward by optimum steps.
>
> Approved-program situations lend themselves, also, to utilizing the growing disposition of concerned agencies to cooperate in the improvement of teacher education. States are involved. School-college partnerships are on the upswing. The strongest approved programs have probably benefited from the participation of teachers and the organized profession, and possibly from the participation of citizen groups. Such collaboration is consistent with the performance idea. (7)

A paper by B. O. Smith suggests some special concerns for recent developments and proposes a national commission for certification. The following abstract presents his position.

> Discussion for licensing educational personnel has focused on three levels of criteria: 1) academic proficiency, 2) ability to perform skills and behaviors deemed essential to teaching and 3) ability to produce changes in public behavior. The optimum criteria would be a mix of the first and second levels since there are too many uncontrolled variables in measuring the effect of teaching on student behavior. These criteria should be applied by a teacher evaluation system independent of the training institutions. The evaluation system would require a catalog of skills and behaviors to be developed under the supervision of a national commission including representatives of all interested groups. The licensing of specialized personnel should be the responsibility of the teacher profession through a system of extralegal "specialty boards." With financial support from the U.S. Office of Education and state departments of education, these boards would certify reading specialists, curriculum specialists, teacher training specialists, and so on. Initial entry-level certification by the state would be a prerequisite to certification by the Board. This new type of certification will require reconstruction of teacher training at both pre-service and in-service levels, which in turn will necessitate greater cooperation between the U.S. Office of Education, state departments of education, public schools and universities. (9)

Elam suggests the nature of change which performance-based certification might bring about.

Impact: Without question, the impact on existing institutions will be enormous if automatic certification is removed from successful completion of the college curriculum and opened to anyone, regardless of background, who might meet performance criteria established by other agencies without requiring extensive training.(5)

Howell suggests specific problems in future developments.

1. For both teacher education and teacher certification a major preliminary problem is that of defining all the kinds of jobs that teachers are expected to fill and adequately describing the social and institutional setting in which the jobs exist or will (or should) exist in the future.
2. Evaluation for teacher certification is always a third party activity by reason of the accepted institutions, laws and customs of our society.
3. Certification of specified kinds of teaching competence cannot, in honesty, promise the future relevance of that competence over a long term, as a lifetime teacher certification would appear to do. (6)

Summary

Specific concerns related to the development of competency-based certification include the following:

1. Legislation requiring an evaluation of competence on the basis of standardized tests administered to measure the outcome or product is questionable.
2. Valid sophisticated measures of total teaching-learning situations are not available.
3. Available measurement procedures are experimental and primarily subjective.
4. Effective validation of teacher competence would necessitate costly and time-consuming procedures and instruments.
5. Progress will depend on all concerned agencies.

Ideally, competency-based teacher preparation would be designed so that an individual would move, with experience, from competency to proficiency. The lifetime roles would be expanded and developed through in-service training, workshops and further study to enrich the individual's experience and enhance his growth. Certification would then become a viable and ongoing process, paralleling and reflecting movement and growth toward proficiency rather than focusing on competence.

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PART II
SPECIALIZED CERTIFICATION

COACHING CERTIFICATION

Certification of athletic coaches has been a subject of much concern in recent years and national studies have resulted in specific recommendations. Actual progress through legislation or state requirements has been limited. The Task Force Survey indicates that the following states typify the requirements for certification in coaching.

Hawaii — The Hawaii State Department of Education has no certification requirements for public school athletic coaches. Most of the schools' coaches are regularly employed teachers who receive extra compensation for coaching.

Montana — Interscholastic athletics are regulated by the Montana High School Association, 1 South Dakota St., Helena, rather than by the Office of the Superintendent of Public Instruction. The Association presently requires that all coaches hold current valid Montana teaching certificates, but does not specify endorsements or courses.

North Dakota — North Dakota does not have specific requirements for interscholastic athletic coaches except that they must always be certified, full-time teachers employed by the school.

Oregon — Oregon does not provide for certification of coaches. The only requirement is that they be certified secondary teachers.

Washington — Washington does not issue a certificate as an athletic coach. Coaches of interscholastic activities are expected to have appropriate training and experience in the area in which they are assigned to coach and must have a teaching certificate.

Specific developments in certification for coaches is illustrated by information from Wyoming, California and Minnesota. In addition to special coaching requirements for boys' programs, Minnesota has developed certification criteria for coaches of girl's interscholastic sports.

Wyoming

> A coach is one (man or woman) who directs competitive interscholastic major sports — football, basketball, track, wrestling, swimming, volleyball and skiing. To qualify for an endorsement as a coach, one must be otherwise properly endorsed as a teacher and:
>
> 1. have competency in First Aid by a course, workshop or clinic equivalent to two (2) semester hours in the prevention and care of athletic injuries.
> 2. have:
>   a. a major in physical education, or
>   b. a course(s), workshop(s) or clinic(s) equivalent to five (5) semester hours in the theory and practice in the sport, or

c. internship of three (3) years under a properly endorsed coach.

An assistant coach may function under the direction of and under the supervision of a head coach without endorsement provided he has competency in first aid as specified in 1 above.

All others who supervise athletic activities must have competency in first aid as specified in 1 above.

All coaches must qualify under the above guidelines by September 1, 1974. (8)

California — Who May Coach High School Athletic Teams?

a. Any person holding a valid California teaching credential
b. In the case of a nonpublic school, a person engaged by that school on a yearly contract basis as a regular member of the school teaching staff and certified by the administrator of that school as competent for the position held
c. The following persons may serve as an assistant coach:
Student or cadet teachers; Internship trainee;
Teacher-assistant; Student-teacher assistant.

An assistant coach may not have the designated school responsibility for the athletic squad nor may he be recognized under CIF rules as a faculty representative responsible for the team. Such an assistant coach may engage in coaching under the supervision of a certified teacher. He may not be assigned the responsibility for the squad during an interscholastic contest. (9)

Minnesota

Athletic Coaches

A. A teacher in a secondary or elementary school who is head coach in any of the following areas:

Football
Basketball
Track
Hockey
Wrestling
Baseball

shall be certified either through professional preparation in the physical education major or minor program, or through a special coaching requirement in physical education.

The special coaching requirement is acceptable when the approved preparing institution certifies to the Commissioner of Education that such person has completed, in addition to his regular teacher education program, not less than nine quarter hours in courses of which Principles of Physical Education is required, and the remaining courses selected from at least two of the following four areas:

Administration of Athletics
First Aid and Prevention and Care of Athletic Injuries
Human Science
Coaching and Athletic Techniques

B. Girls' Interscholastic Sports

Effective September 1, 1972

1. Any person employed as a coach of girls' interscholastic sports, full-time or part-time, shall:
   a. have a teaching certificate, and
   b. be under contract with the local board of education, and
   c. obtain a certificate for Public School Coaches, Girls' Interscholastic Sports, which shall be granted upon submission of evidence showing satisfactory completion of a program which has been approved for teacher education by the state board of education.
2. In order to obtain approval, programs leading to a certificate as a Public School Coach, Girls' Interscholastic Sports, shall provide for:
   a. 18 quarter hours (or the equivalent) of experiences designed to develop competencies in all of the following areas:

      Foundation of girls' and women's sports
      Theory and techniques of coaching
      Organization and management of girls' interscholastic sports
      Growth and development and psychology of adolescent behavior
      Medical aspects of coaching girls' sports (prevention and care of girls' athletic injuries)
      Scientific basis of conditioning and skills performance
      Sports officiating
   b. A practicum, In-service Coaching for Women
   c. Means for assessing competencies to be developed
3. Renewal of the first or entrance certificate as a Public School Coach, Girls' Interscholastic Sports, is contingent upon the possession of a valid teaching certificate in the major field and one season of coaching experience in one or more girls' interscholastic sports
4. The continuing certificate may be renewed according to general regulations of the state board of education pertaining to continuing education, except that no person shall receive a continuing certificate as a Public School Coach, Girls' Interscholastic Sports, until requirements of EDU 345 (a) have been fulfilled. (7)

In addition to the special certification requirements for Wyoming, California and Minnesota, a coaching certification committee in Illinois (3) has reported that Iowa, South Dakota, Nebraska, Oklahoma, Indiana, New Hampshire and Louisana have additional certification requirements for coaching. Most of these requirements are related to a physical education major or minor and reflect acceptance of the idea of endorsement of a regular teaching certificate.

Summary

There has been a major concern for improving professional preparation and qualifications of high school coaches for several years. This concern resulted in the formation of a Task Force on Certification of High School Coaches by the Division of Men's Athletics, AAHPER. Since certification with a major or minor in physical education has typically provided for coaching certification, the primary concern of this group was the development of standards for coaching only. In 1968, Esslinger (2) reported for the Task Force and stated that states should establish certification standards for teachers of academic subjects who were interested in coaching. His report was followed by a series of studies on various aspects of the problem. Meinhardt (4) described a procedure for implementing coaching certification in Illinois based on a 15-semester hour program; Mueller and Robey (5) presented factors related to certification of football coaches; and Sheets (6) discussed the current status of certification of coaches in Maryland. The results of these studies were assembled, together with a statement of standards for preparation of coaches by Maetozo, and other pertinent articles justifying specialized certification and published by AAHPER as a joint document titled *Certification of High School Coaches* (1). The efforts of this group and others have established a base for the further development of state standards for certification of coaches.

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DANCE CERTIFICATION

After several years of study, a curriculum committee of the AAHPER Dance Division, chaired by Katie Planche Friedrichs, presented its report, "A Study of Guidelines for Professional Preparation and Certification for Teachers of Dance." This report was endorsed by the AAHPER Board of Directors in the Fall of 1969. The committee's work inlcuded a cooperative study of certification conducted in connection with the Division of Teacher Education and Certification of New Jersey. Information was sought from all states concerning certification for dance teachers. In January 1969 findings related to certification were distributed to state directors of certification. Other efforts were subsequently directed to providing information to state-certifying personnel on a continuing basis.

The report (1) emphasized that, "Dance should be recognized as a separate and distinct discipline worthy of certification as a major or minor teaching area for secondary schools and/or K-12." The following statement of requirements and competencies has established the basis for further efforts toward certification in dance:

> Dance Majors
>
> In addition to the fundamental knowledge gained from general education course requirements, approval for certification as a dance teacher would imply an understanding of and preparation in the following special areas:
>
> 1. Structure and function of the human body
> 2. Basic movement concepts
> 3. Form and analysis of rhythm and dance accompaniment
> 4. Dance for children with special emphasis on elementary levels
> 5. Principles of teaching folk and ballroom dance forms and social leadership in their presentation
> 6. Principles of technique and choreography
> 7. Principles of dance production
> 8. Historical background and the aesthetic functions of dance
> 9. Meaning of art and understanding of the creative art process
> 10. Interrelationships between dance and the other arts
> 11. Demonstration of successful teaching of dance in a student teaching assignment on the elementary and/or secondary level.
>
> The student should demonstrate competency in:
>
> 1. Performance of a wide variety of dance skills
> 2. Use of an appropriate teaching technique in presenting dance as a creative experience as well as a learned sequence of movement
> 3. Fundamental aspects of dance composition
> 4. Directing dance as a social experience
> 5. Educational and technical experience of dance production
> 6. Communication of the cultural function of dance in its historical and philosophical implications.
>
> Each student should have experience in student teaching, part of which should be teaching dance as a creative art form and as a recreational forms.
>
> It is recommended that a person employed primarily as a dance specialist should be a certified dance teacher, having complete professional preparation as a major in dance.

Additional study prior to 1970 resulted in recommendations that physical education majors teaching dance should have a minor in dance and that dual certification and other options should be provided. It was further reported that universities were recognizing dance as a major teaching subject even though certification had not been approved in any states at that time.

The Eastern District AAHPER Dance Division conducted a colloquium on Dance Certification at its 1970 convention. This colloquium was attended by representatives of state departments of education, the American Dance Guild and other interested professionals. Following an address by Gene Wenner, U.S. Office of Education, Fine Arts Division (2), summarizing the status of dance in education, groups studied various aspects of dance certification in an effort to achieve positive action in certification.

According to Nadel (4) the first certification for dance teachers was achieved when the State Board of Public Instruction approved a teacher certification program submitted by the University of Wisconsin-Milwaukee in 1968. The proposed program was a joint presentation of the School of Education and the School of Fine Arts and was designed as a postbaccalaureate highly specialized program emphasizing dance as a performing art rather than as an area of physical education.

Secondary school certification for dance became a reality in Michigan in 1968. Two universities in Illinois are able to certify dance majors to teach in secondary schools through special certification. In 1972 dance was approved by Utah as a subject for secondary school certification, both as a fine art and as specialization in physical education. Several other states have been actively seeking dance certification for their teachers.

King (3) suggests three desirable levels of certification in dance:

Certification should be available for three positions:

1. Dance Specialist in Elementary Education, who would teach dance in elementary schools
2. Dance Supervisor in Elementary Education, who would administer the dance program for the city, county or state system (depending upon the size of the community) and help classroom teachers carry on some of the dance program
3. Dance Specialist in Secondary Education, who should teach modern dance, folk dance and social dance in the high school systems.

King also emphasizes that dance courses and certification requirements should be developed simultaneously and that certification is the most important current issue in educational dance.

Summary

King provides a comprehensive summary of study and action directed toward certification in dance. His conclusions are that the Dance Division of AAHPER and the American Dance Guild must work together to achieve certification in dance. He further states that "It is clear that certification for dance must be worked for. At this time it is being accomplished not state by state, but university by university." To support this statement it was indicated that specific progress toward certification was evident in Michigan, Illinois, Utah, Oregon and New York.

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DRIVER EDUCATION CERTIFICATION

Certification in driver education has presented some unique developments. The most frequent procedure has been to provide an endorsement to be added to a valid teaching certificate in another teaching subject. Requirements have been established so that the candidate could satisfy them either as a part of undergraduate preparation or through graduate programs. Typical requirements have been based upon successful completion of 12 to 15 credit hours in classroom driver education and behind-the-wheel instruction.

Specific examples of requirements for driver and traffic safety certification or endorsement include:

> *Alabama* — The Alabama State Department of Education requires teachers of Driver and Traffic Safety Education to have 12 hours in this field in order to be certified to teach. It is the hope of our department that the number of hours will be increased to 18 semester hours by 1976.
>
> *Georgia* — Driver Education teacher certification changes for Georgia teachers became effective on September 1, 1967, with the requirement of fifteen (15) quarter hours of college credit in the field of Driver and Safety Education. Upon completion of the 15 quarter hours, a teacher is then eligible for the required *Driver Education Endorsement* on his Georgia Teacher's Certificate (secondary level). Performance (competency) based certification for Georgia teachers is now being studied in an effort to determine the best and most feasible course to follow.
>
> *Mississippi* — Current regulations require a minimum of 6 semester or 8 quarter hours in Driver Education and either an elementary or secondary teaching certificate in order to be certified. Beginning in September 1974, the requirement will be 12 semester or 16 quarter hours in Driver Education and either an elementary or secondary teaching certificate.
>
> *Missouri* — Professionals and teacher training institutions are desirous of raising the course hour requirement to 20 hours and being more specific in the types of courses provided. Due to the wide difference in what is being taught in the various courses, uniformity and reciprocity concepts are being coordinated by the State Department of Education to assure a uniform product in Missouri schools.
>
> Missouri is now involved in a move toward performance criteria in the school driver and safety education instructional program but has not initiated any action toward competencies for the instructional staff. We are of the opinion that teacher competencies will probably be an order of business at the

next statewide conference this coming fall. Missouri has developed its entire driver education curriculum guide on the concepts of measurable behavioral objectives, suggested learning activities and performance criteria.

Texas — We have a proposal pending before the State Board of Examiners relative to improve driver education certification. If we are going to change our safety and driver education certification requirements, the performance-based concept will have to be developed. The State of Texas is actively developing a plan for designing performance-based teacher certification system.

Summary

The Task Force study indicated that driver education certification has followed traditional lines of course credit hours even though the typical pattern involved endorsement or approval for teaching by completion of specific courses in addition to other certification requirements. It has been suggested that competencies may be readily stated and developed for driver education because of the individual abilities involved and the specific nature of effective driving. When the pupil takes the driver's license examination, a learning assessment can be made immediately to provide him with direct feedback and accountability regarding his performance.

HEALTH EDUCATION CERTIFICATION

Professional preparation in health education has developed as part of a general pattern in association with physical education but has been placed in a secondary role partly due to the limited professional opportunities for health educators in school programs. The scarcity of specific job opportunities has thus influenced and limited the development of separate certification in health education.

With increased concern for and emphasis on health instruction as a separate field, some progress has been made toward certification of health specialists in educational settings. Acceptance of the need for separate certification has been recognized in the profession for some time and this has been intensified in recent years. The development of unified and comprehensive approaches to health teaching, sequential curriculum planning and increased recognition of the need for broad health experiences and for qualified health educators have emphasized the importance of change. AAHPER guidelines prepared for assistance in NCATE evaluation, the School Health Education Studies and other developments have been influential.

The present emphasis on competency-based programs has stimulated efforts to develop statements of competencies needed by teachers in health education. Statements of competencies categorized and related to program objectives, skills, behaviors and attitudes have been prepared. It has been emphasized that the quality of health instruction will be influenced directly by developments related to specific certification for this purpose and a departure from the practice of joint certification with physical education. Tentative drafts of competencies prepared in North Carolina and the AAHPER Guidelines provide examples of trends and developments.

Specific changes in certification requirements for health education can be noted in a number of states.

Minnesota — A prospective teacher of Health, *after September 1, 1967,* shall have successfully completed a program of preparation consisting of minor preparation in school health education or broad major preparation in health and physical education or a major in biological sciences with definite prescribed areas in health and safety, including the school health education minor competencies.

1. *School Health Minor.* Minor preparation in health education shall consist of not less than 18 semester (27 quarter) hours with work in each of the areas listed.
2. *Broad Major in Health and Physical Education.* Broad major preparation in health and physical education shall consist of not less than 45 semester (67½ quarter) hours of work in the areas listed with each of the areas represented.
3. *School Health Education Major* (effective date — September 1, 1973)
    a. Major preparation in health education shall consist of not less than 42 semester (63 quarter) hrs. of credit in the areas listed below. In each case the listed courses or their equivalents must be included. (2)

Kansas — Physical Education and Health (men and women) (effective until September 1, 1974)

Twenty-four semester hours, including a minimum of 5 semester hours in the field of health, physiology, first-aid or hygiene and a minimum of 10 semester hours in the field of physical education, including teaching methods in physical education.

Effective September 1, 1974 — Health Education: Eighteen (18) semester hours in courses related to health education and including at least one course in each of the following: human anatomy, human physiology, first aid, and community health. (3)

Tennessee — Health Instruction

The applicant shall offer a minimum of 24 quarter hours of health, to include the areas listed below.

1. Foods and nutrition
2. Safety education and first aid
3. Communicable disease control
4. Body use and care, including such areas as personal hygiene, diseases and disabilities other than those classed as communicable
5. Human relations, including such areas as mental hygiene, family relations and community relations
6. Sanitation of the home, school and community. (1)

Ohio — Prior to January 1, 1972, Health and Physical Education were combined, but the requirements that are in effect now have been split after three years of preparing the requirements that are in effect at this time.

High School Certification (7-12)

Health (20 sem. hrs. or 30 qtr. hrs.)

Course work well distributed over the following areas:

A. Human anatomy and physiology
B. School health program
    1. School health instruction
    2. School health services and environment
C. Basic subject matter in health
    1. Personal health problems
    2. Community health problems
    3. Safety education and first aid
D. Electives in related areas such as:
    1. School-community relationships
    2. Principles, organization and administration of school health-education programs
    3. Microbiology (bacteriology)
    4. Nutrition
    5. Mental and emotional health
    6. Physiology of exercise
    7. Marriage and family life

Special Certificate (K-12)

Health Education (30 sem. hrs. or 45 qtr. hrs.)

Course work well distributed over the following areas:

A. Human anatomy and physiology
B. School health program
    1. School health instruction
    2. School health services and environment
    3. Principles, organization and administration of school health education programs
C. Basic subject matter in health
    1. Personal health problems
    2. Community health problems
    3. Safety education and first aid
D. Behavioral science
    1. Fundamentals of sociology
    2. General psychology
E. Electives in related areas such as:
    1. School-community relationships
    2. Microbiology (bacteriology)
    3. Nutrition
    4. Mental and emotional health
    5. Physiology of exercise
    6. Marriage and family life
    7. Measurement and evaluation of health.(4)

Summary

These changes are primarily related to the traditional patterns of certification and are reflected in course hour and credit requirements. However, in those states where studies of competency-based teacher education are in progress, health education is being considered as a separate area with a more carefully considered dual emphasis, and consideration of appropriate changes in certification have been a significant aspect of ongoing studies.

Two significant developments in New York State have been the Regents External Degree Programs and the College Proficiency Examination Programs. These programs are closely interrelated and designed essentially to meet the needs of those people who study by nontraditional methods. These programs enable people to obtain college credits and certification for teaching by means of examination without formal classroom preparation. They are based upon the assumption that people should receive recognition for what they know without regard to how they have learned it. The regents External Degree Programs award degrees to people who prepare themselves in whole or in part on their own. These degrees are a way of recognizing the accomplishments of those who have obtained knowledge and skills which are assumed to be equivalent to the degree program.

College Proficiency Examinations are single subject tests which usually correspond to materials covered in college courses. In response to New York State's need for qualified health teachers, three examinations in health education have recently been developed by the College Proficiency Examination Program. These tests cover such topics as drug use and abuse, world health and population problems, and environmental health problems and control. Over 2,500 Health Science College Proficiency Examinations have been taken by persons interested in satisfying teacher certification requirements.

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RECREATION CERTIFICATION

Professional preparation in recreation for the most part has developed independently of requirements established by state departments of education and certification. While these programs are closely related to and associated with teacher education programs in most colleges and universities, many programs have been established in other academic disciplines within the institutions. A broad base of preparation and personnel needs in a variety of functions in the field of recreation have influenced the development. Another significant factor has been the employment of recreators by many agencies and organizations not responsible to a single controlling unit on the national or state level.

The need for a certification program has been recognized and significant efforts by recreation professionals have been directed to this concern. In relation to this

Kraus has stated, "There is a growing awareness that in order to insure a high level of performance by qualified practitioners, some system of impartial certification or registration should be imposed" (1).

Since no single agency has authority to control employment in the field of recreation, efforts have been directed to various plans for licensing, registering or certifying recreation personnel. The most significant of these developments are represented by the activities of the National Recreation and Park Association (NRPA) and by individual states through state recreation societies. State legislation sponsored by recreation professionals has been passed in Georgia and New Jersey.

Registration

Registration of recreation employees has progressed significantly. The NRPA has established a National Registration Board funded by NRPA until its continued operation can be established. The Board has proposed that recreation personnel be registered only through a state or branch plan. The following guidelines were established by this Board in 1971.

1. A National Roster of Individuals registered under Board-approved state or branch plans shall be maintained by the National Registration Board.
2. Criteria for the approval of state or branch plans and for reciprocity among registration plans shall be incorporated in a model plan to be developed by the Board.
3. The offices of the Board shall be a repository for all functioning (or proposed) state and branch registration plans which shall be kept current by the executive officers of the several state and branch registration plans. (4)

The Board has also sought submission of state or branch registration plans to establish a repository for state plans and as a part of the process of accreditation of state and branch plans. A model registration plan for park and recreation personnel was developed by the Board and made available to states and agencies. Significant aspects of the model plan are described in the Preamble statement.

Preamble

The accompanying plan for the registration of park and recreation personnel in (State) affords a means of attesting to the educational and experience qualifications of men and women employed full-time as a career for compensation in park and recreation services. It is open to qualified personnel in municipal, state, Federal and private employment serving in recreation and park departments, military installations, hospitals, custodial institutions, college unions, industrial firms and other service centers. Membership in the (State Association) is recommended but is not a prerequisite to registration.

The purposes of this registration plan are threefold: to establish minimum standards for entry into the park and recreation profession; to provide recognition of individuals who have qualified for entry into the profession; and to afford a guarantee to employers that registered personnel have attained stated minimum educational and experience qualifications for employment.

This registration plan meets the minimum qualifications of the National Registration Board established by the National Recreation and Park Association. Individuals registered under this plan thus qualify for inclusion in the National Roster of registered recreation personnel and may transfer without loss of standing from one state to another having a plan accepted by the National Registration Board. (3)

It has been proposed that administration of the plan be provided by appropriate state or branch association through a professional registration board.

Licensing and Certification

Specific progress in licensing of recreation personnel through legislation to establish a state board of recreation examiners is represented by developments in Georgia. Through an act passed by the General Assembly in 1971, a State Board of Recreation Examiners was created as a Division of the Georgia Recreation Commission. Included among the specific items of this act are provisions for requirements for certification and registration as a recreation administrator, recreation supervisor or recreation leader. In addition, this Board was authorized to establish examinations and other procedures necessary for the licensing process. As a result of this legislation, recreators are licensed by the State Board of Recreation Examiners through a program of state examinations administered biannually.

Section 5 of the 1971 act summarizes the significant aspects of the plan in its statement of the duties of the Board.

The Board shall have the following duties and responsibilities:

1. Administer a plan for permissive certification and registration for recreation administrators and recreation supervisors
2. Make such rules and regulations as may be necessary for the carrying out of the plan
3. Establish and modify qualifications and hold examinations for certification and registration of recreation administrators, recreation supervisors and recreation leaders
4. Keep, or cause to be kept, an accurate record of all its proceedings, including a register of all applicants for certificates and all individuals to whom certificates are issued
5. Conduct, or assist in conducting, research and studies of problems relating to professional standards among those engaged in recreation work and recommend changes and improvements therein
6. Formulate proper application forms, certificates and other materials pertinent to the plan
7. Make annually to the Governor a full and true report of all its activities with recommendations. (5)

Summary

In addition to programs developing for the registration or licensing of recreation executives and other leaders in public recreation programs, it has been recommended that similar guidelines be developed for therapeutic and outdoor recreation, for programs in the armed forces and for other appropriate areas. The National

Therapeutic Recreation Association has developed a voluntary registration program and the National Industrial Recreation Association has its own program of certification.

Several state boards of education have included criteria and guidelines for specific certification of recreation personnel to be employed in school programs. This development has significance where school-community recreation programs have developed and employment is subject to regulation by more than one agency.

In spite of the diversity of agencies and organizations involved, 32 states now have some form of registration, licensing or certification for recreation personnel. Eighteen of these programs are operated by state recreation societies and have elements which are more comprehensive than registration procedures. Twelve states have a registration program and two states have legislation for licensing.

Little, in his recent study, has indicated that the judgment of 200 experts in the field of recreation strongly supports mandatory certification by examination. He further states that, of the procedural options considered, the recreators favored state legislation, direction by state recreation societies and coordination through the NRPA as providing the most feasible pattern for the future (2).

Although the diversity of interests and needs in recreation, together with the variety of personnel involved, has made progress in certifying licensing or registration difficult, progress and promising devleopments can be noted.

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INTERRELATIONSHIPS AMONG ASSOCIATION DICIPLINES

INTRODUCTION

The functions assigned to the Task Force on Interrelationships Among Association Disciplines were to explore the following issues:

1. The relationship of AAHPER's disciplines (divisions) to each other
2. Ways in which the disciplines can work together
3. Specific implications for undergraduate preparation

With this as the defined assignment and to answer the first question, it became necessary for the Task Force to search for and identify the common bond(s) linking the disciplines within AAHPER. The outcome of this investigation identified the mutuality in subject matter relating to human movement, well-being, worthy use of leisure, and communication and appreciation of movement. However, the adherent was the concern about what, when, who and how subject matter relating to these elements is transmitted in a schema called education.

The second assignment was to examine ways by which the Association disciplines could be developed to work together. The Task Force explored two ideas — (1) a humanistic model for education and (2) emphasis on the contribution of the Association disciplines to general education.

The career cluster concept deals directly with expanding professional preparation to include career choices in addition to teaching. Not only can combinations of career choices be expanded among the Association disciplines, but also the expansion can provide for career choices throughout the whole range of bodies of knowledge with selective adaptation as to purpose. The career cluster idea is presented by the Task Force as one response to its third assignment.

RELATIONSHIP AMONG AAHPER DISCIPLINES

Concerns for students' physical well-being led to the inclusion of exercise and hygiene as subject matter appropriate for presentation in the schools. The idea of a national association composed of professional workers interested in physical education was conceived in 1885 by William G. Anderson, director of physical education at Yale University and Adelphi Academy. From this idea, the American Association for the Advancement of Physical Education was formed. The purpose of the organization was "to disseminate knowledge concerning physical education, to improve methods and . . . to bring those interested in the subject into closer relation with each other."

Affiliation of the American Association for Health, Physical Education, and Recreation with the National Education Association occurred in 1937 when the American Physical Education Association was merged with the Department of School Health and Physical Education of the NEA. Recreation was added to the Association name in 1938. Twenty-three sections under these three divisions resulted from this merger. Other divisions were added at various stages of Association reorganization.

What, when, who and how to present subject matter relating to human movement (physical education), well being (health), worthy use of leisure (recreation), and communication/appreciation by movement (dance) were the common concerns of all the Association disciplines. The unifying factor of the Association disciplines was — and is — education. Acceptance of this concept as the dominant concern of the Association dictates, therefore, that each discipline within the Association deal specifically with the human factors involved in movement, well being, leisure and communication. In addition, the acceptance of the educational orientation further presumes that all of the areas must be concerned with the special implications to each of the disciplines for the humanistic model for education.

HUMANISTIC MODEL FOR EDUCATION

The humanistic model for education deals with those concerns directly related to values basic to the stated purposes of education defined in terms of process and product. Production has been described by each of the Association disciplines in terms of the cognitive, psychomotor and affective behaviors to be achieved. In the past, educational process determinations in the Association disciplines relied heavily on idiosyncratic descriptions rather than on system designs for improved instructional technology.

The humanistic education model dictates that the study in each discipline deal with at least the following concepts and the resolutions of attendant problems in education:

1. Cultural pluralism producing:
   population heterogeneity vs. monocultural orientation
   education catering to noneconomic roles in society as well as to technological roles
   racism, poverty, war and overpopulation

ecological imbalance
environmental degradation

2. Development of human value systems which:
   identify, clarify and analyze value issues
   examine the basis of value systems
   provide understanding of the individual as a unique person
   establish a commitment to human dignity and integrity
   accommodate the values of all cultural groups

3. Teacher behavior based on a professional mode of instruction including:
   diagnostic and clinical information about the student
   helping relationships between student and teacher
   team teaching approaches
   self-learning by the student
   differing learning rates and styles
   provision for all types of learning — cognitive, affective, psychomotor
   model congruence in terms of freedom to the student
   differentiated staffing
   individualized learning sequences
   multidisciplinary approaches to curricular content

4. Development of instructional systems that contain:
   specific learning outcomes
   alternate learning routes
   variety of instructional materials and media
   evaluation of entry repertoires
   learning tasks, not courses
   problem-solving and decision-making experiences
   accountability based on clearly stated purposes
   attention to crucial societal issues
   emphasis on renewal concept based on optimistic spirit of growth

5. Development of mechanisms for community linkage providing school-community involvement for educational programs which include:
   vehicles for direct community participation
   equal representation for all concerned with education
   joint responsibility for decision making
   realistic opportunities for feedback leading to program revision

Much remains to be done in implementing the humanistic model for education in each of the Association disciplines and those councils and sections in the General Division. Such study is worthy but restrictive. In addition to a value-oriented study of education, each discipline must address itself to a value-free investigation of the impact of the discipline on man and society. To do this, each discipline must redirect part of its efforts to research in the multidisciplinary facets from the greater realm of general education. Only by instigation and application of research appropriate to each discipline can the "lock-step" of parochial professional programs be broken.

GENERAL EDUCATION EMPHASIS

The domain of general education is changing from the traditional categorical parameters of the "humanities," the "sciences" and the "social sciences" to a grouping of organizing centers based upon real-world problems associated with adaptation to cultural change.

To seek answers for the identification of the body of knowledge of constituting each of the disciplines, primacy of concern for general education must be established. At the core of disciplinary concerns are well being, worthy use of leisure, human movement, and communication and expression by movement. For example, it is obvious that any attention to well being is related to worthy use of leisure, appropriate use of movement and communication/expression by movement. The example represents the inherent interrelationships between association disciplines. It is equally clear that where the additional focus of education is added for program development, the resulting programs cross disciplinary lines in implementation. These interdisciplinary relationships have been — and still are — most confusing to professionals and laymen alike. Examination of any school curriculum clearly affirms the dilemma of disciplinary relationships. Health highlights the importance of information on the worthy use of leisure. Recreation presents programs of lifetime sports. Physical education propounds an important health concept — physical fitness. Dance enhances movement appreciation. Athletics promote physical endurance. Is it any wonder that confusion exists about Association discipline identities?

Concepts about what constitutes general education are equally confusing. Programs defined as "general education" exist as part of most undergraduate study and vary from specific sequences of required courses in the humanities and behavioral studies to complete freedom of choice from introductory courses in disciplines differentiated as sciences, humanities and social sciences. Whatever the format, the rationale for general education has been the idea of a common learning, a knowledge of man's achievements and of the processes by which he has attained greatness in intellectual inquiry in social institutions, and in the products of the arts.

Challenged by students, relevance for educational experience has produced revolt against answers prepackaged by the conventional disciplines for consumption in courses designed to achieve the purposes of general education. Where choice permits, students are seeking experiential, student-initiated courses and participation in live cultural issues instead of traditional academic study *about* issues.

For purposes of this discussion, statements such as the following might represent the goals of general education:

The purpose of general education is the development of rational, humane and responsible members of society. The uniqueness of a university with its aggregation of disciplines provides resources for all students which encourage:

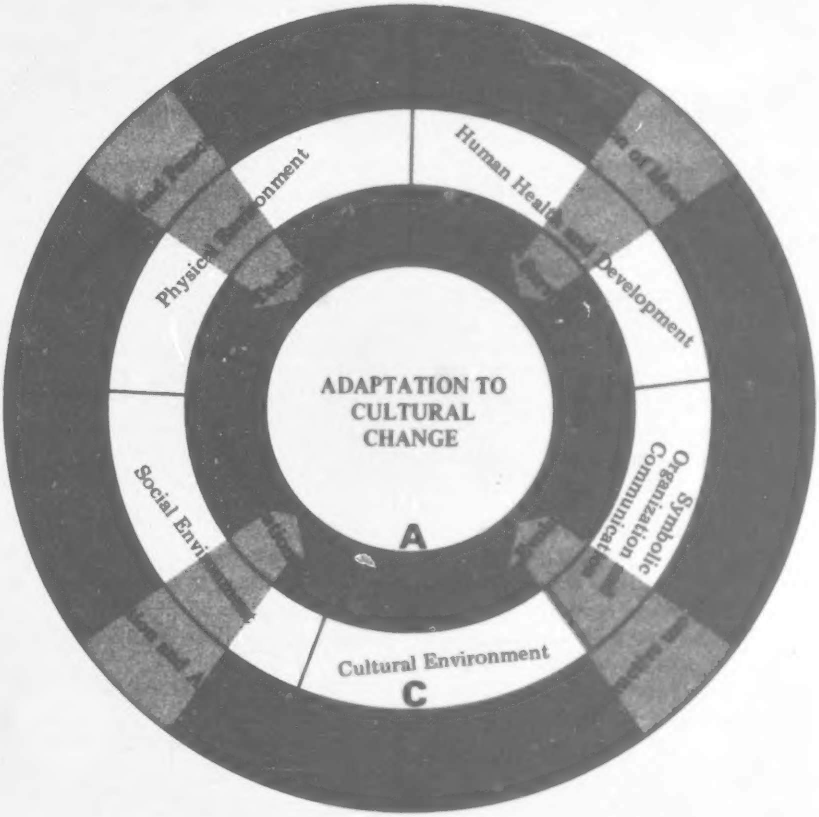
1. acquisition of cultural, historical and scientific perspective
2. understanding of social, political and moral issues
3. full participation in the intricate human relationships arising from a complex, technical and changing world
4. optimal capacitation of each individual's human potentialities.

Attention must be directed to the differentiation between general education on the one hand and professional education on the other. General education is here presented as being different from professional, occupational or specific education. Professional or specific education equips a student with a particular frame of mind while general education provides the opportunity for integrating all frames of mind to achieve a breadth of understanding and a community of relationships from all disciplines. Professional education runs the risk of fragmenting knowledge which leads to isolation of people and viewpoints. The need to understand other fields, other people and other points of view cannot be ignored in the real world. Used as complementary to professional education, general education delineates the needs of today and helps students determine how they can and must play an integral part in meeting today's problems. The ultimate goal of general education is to prepare students for a changing future — not only their own future, but for that of their children, their nation and their planet. Professionalism should be undergirded with a general education base so that students can comprehend the great issues of the time at the same level as the best informed persons in the community. Only then can the professional emerge from the shadows of his limited view to the brightness of full participation in charting new and changing cultural directions.

Given the accusations of rigidity in disciplines, of nonrelevance by students, and of specificity in professional education, it is proposed that contributions in the fields of health, physical education, recreation, dance, athletics and safety focus on adaptation to cultural change as the core of a multidisciplinary model for general education. Arising from the core are organizing centers based upon human concerns stemming from the necessity for adaptation to cultural change. Foremost among these organizing centers might be the following: ecology, survival, evolution, human values, technology, perception and communication.

Departure from a discipline orientation for instructional content for general education is a schema representing multidisciplinary areas which are defined as a milieu for man. These groupings present a model for general education. They are:

1. Cultural environment
    - history, theory, appreciation of movement as art in dance, sports, games, leisure
    - science and art of perception in sports, dance, leisure, adaptation
    - ethnic and racial application of movement for sports, games, dance, leisure
    - influence of Western and non-Western music, philosophy and religion on dance, sports, health practices and leisure
    - influence of technological environment on leisure, dance, sports, games, athletics, safety, mental health
    - art and architecture used for or derived from participation in dance, sports, games, leisure, well being
2. Physical environment
    - knowledge of scientific method appropriate to study of movement, well being, communication, leisure
    - impact of technology on society and human resources
    - engineering design and environmental housing for leisure, movement and safety
    - influence of the physical environment on life style
    - ecological ramifications of applied scientific technology


Physical Environment
Human Health and Development
Symbolic Organization Communication
Cultural Environment
Social Environment
ADAPTATION TO CULTURAL CHANGE
A
C

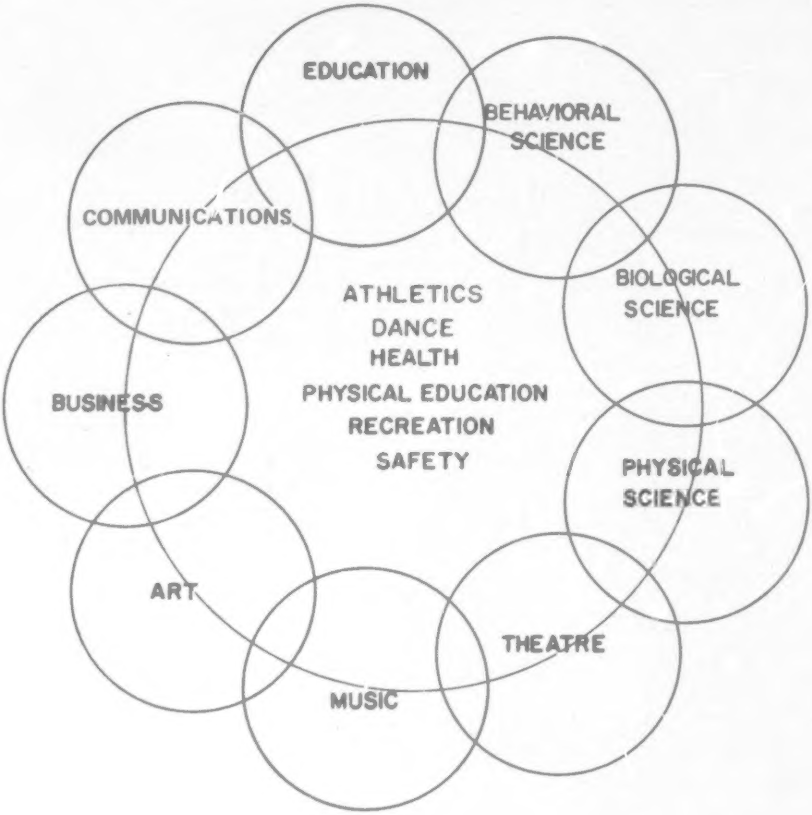
A = Central core of adaption to cultural change
B = Categories effecting cultural change
C = Categories of general education
D = Areas of emphasis for Association disciplines

3. Social environment
   - racial and ethnic impact on social roles from performance in sports, dance, games, athletics
   - economics of family, personal and community health
   - economics of leisure, games, sports and dance
   - anthropological basis for human movement as applied to ritual (dance-games), leisure and well being
   - study of geography, agriculture and marine life related to well being, leisure, sports
   - movement as social communication in dance, sport, leisure
   - human value systems based on a continuum of cooperation/competition/compensation exemplified in sports, dance, leisure activities, community interaction
4. Human health and development
   - understanding of the importance of environmental health and radiation clarification on the impact of drug use and abuse
   - comprehension of human sexuality, planned parenthood, geriatrics
   - appreciation of the values of motor performance
   - understanding of the relationship of movement to self-actualization
   - relation of exercise physiology to strength and endurance
   - understanding of the impact of leisure and movement as therapy
5. Symbolic organization and communication
   - understanding of computer language
   - movement as nonverbal communication
   - impact of journalism, news media, instructional media
   - English, language and thought, speech, logic, rhetoric
   - mathematics and statistics
   - creative organization of movement for aesthetic appreciation
   - broad movement vocabulary
   - multisensory approach to learning

Each of the Association disciplines must now investigate potential contributions to the organizing centers and the multidisciplinary groupings constituting the broad base of general education seeking adaptation to cultural change. In addition, those councils and sections in the Association now affiliated with the General Division and concerned with instructional programs (Aquatics Council, Council on Outdoor Education and Camping, International Relations Council, Therapeutic Council and Fitness Section) must also examine their contributions to general education. Avenues must be found for the Association disciplines to move from a defensive position within the academic community to a position of acceptance and support for their positive contributions to the adaptation of man to the real but perplexing world in which he lives.

Investigation will undoubtedly reveal present overlaps in the substantive domains of the Association disciplines. Lacking Association and institutional agreements, limited available resources are, and will continue to be, watered down unnecessarily. Investigation of the nature and scope of overlaps could assist in the clarification of purposes and reveal duplication of effort and wasteful expenditure of energy and resources. However, for purposes of this conference, only those aspects having to do with professional preparation are germane. One of these aspects is the problem faced by graduates in terms of vocational choice in the professional marketplace.

Possible Relationships For Careers Preparation


EDUCATION
BEHAVIORAL SCIENCE
BIOLOGICAL SCIENCE
PHYSICAL SCIENCE
THEATRE
MUSIC
ART
BUSINESS
COMMUNICATIONS
ATHLETICS
DANCE
HEALTH
PHYSICAL EDUCATION
RECREATION
SAFETY

CAREER CLUSTER ORIENTATION

It is common knowledge that the supply of teachers exceeds the demand for their services. Some states have imposed quotas limiting the number of teachers to be prepared in any subject field to the projected demand based on information compiled by the legal authorities for credentials. Physical education, particularly, has overproduced teachers in terms of available job markets. It is therefore proposed that graduates from each of the Association disciplines, or relevant categories from those disciplines, be prepared for career clusters rather than for single vocations in teaching. Some advantages might be that the cluster orientation:

1. Broadens the undergraduate professional education program for students
2. Places responsibility for vocational choice on students while not restricting outlets for their services
3. Eliminates the trade apprenticeship practices all too prevalent in vocational programs
4. Forces concentration on principles and generalizations for the disciplines instead of idiosyncratic techniques
5. Provides some answers to the inherent uncertainty contained in any predictive process of vocational need
6. Opens the investigation fields for faculty and students by removing the limits imposed by specificity in vocational choice
7. Provides a means by which present programs based on the status quo can be broken by broadening the knowledge base for decision making
8. Creates a wider knowledge base for undergraduates so that their adjustment can be made more easily to diverse vocational circumstances
9. Provides a means whereby the vocational roles associated with each Association discipline can become linked with other university disciplines
10. Enables each discipline within the Association to develop its vocational potential without the limitation imposed by another discipline in education.

The career cluster concept has at least two possible means of application: (1) to relate the Association disciplines vocationally by preparing graduates for careers in two or more areas and (2) to relate each of the Association disciplines to other disciplines being offered on a university campus. For example, students seeking careers in sports communications could major in physical education and minor in journalism or broadcasting. Students who are interested in health careers could major in health and minor in community service. Those students seeking careers in the leisure vocations could major in recreation and minor in business. Students interested in the role of dance in society could major in dance and minor in social anthropology.

These approaches are clearly possible within conventional professional programs in most colleges and universities. It is, however, an "easy out" — a "cop out" — thriving on expediency but lacking creativity. When the career cluster concept is applied in terms of students' needs, interests and abilities, as well as market availability, programs can be designed which are composed of modules of preparation rather than majors and minors. The kind and number of modules would be determined by the needed career competencies. Modules might consist of entire courses, parts of courses, seminars, experiences or participation outside the classroom or laboratory, research, reading, interviews or conferences.

An approach to professional preparation, as defined above, clearly places greater responsibility on the student but it should at the same time provide tremendous motivation for individual inquiry and study. Functional implementation of the multidisciplinary approach to general education is basic to successful realization of this concept. The concept, however, opens the opportunity for academic programs leading to more than one career choice as well as leading away from parochialism in professional preparation. It is compatible with a changing world instead of a static one.

In summary, it is suggested that Association interdisciplinary relationships could be enhanced by:

1. adopting a humanistic model for education
2. using a general education concept for all students
3. investigating potentials for multidisciplinary groupings
4. eliminating overlap in association disciplines
5. orienting to career clusters for professional preparation

SPECIFIC IMPLICATIONS FOR UNDERGRADUATE PREPARATION

Study of specific implications for undergraduate preparation led the Task Force to conclude that proposals for undergraduate preparation based on adaptation to cultural change, concern with real-world issues and orientation to multiple career choices do not seem compatible with the specificity implied in the scope of the Task Force. However, certain delineations seem apparent. It becomes necessary for each discipline to identify the following:

1. Possible different career goals within its own academic area
2. The desirable preparation needed for each career goal in combination with other university disciplines
3. The contributions that Association disciplines can make to each other in terms of combined career goals.

What does seem appropriate is creative thinking, professional flexibility and perception, and the courage to risk change. In conclusion, we trust that this report encompasses a rich diversity which will contribute to the unity sought within the American Association for Health, Physical Education and Recreation.

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INTERRELATIONSHIPS AMONG ASSOCIATION DISCIPLINES
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ADDENDUM

AQUATICS COUNCIL TASK FORCE REPORT

INTRODUCTION

The broad spectrum of aquatics comprises values which are concerned with survival, health, therapy, aesthetics, creativity, recreation, competition in speed and skill, all of which encompass the scope of a lifetime in, on and under water. In view of the complexity and comprehensiveness of aquatics, the education of physical educators and aquatic specialists must be based on standards developed by professional educators in aquatics.

Two national conferences to evaluate and standardize professional preparation of aquatic educators have been sponsored by AAHPER. The first one was held in Washington, D.C. in 1970 and the second in Long Beach, California in 1971. Attendance at each conference (283 at Washington, and 162 at Long Beach) was large enough to ensure that all interested segments of aquatic groups (school, colleges, agencies and CNCA) were represented. Each conference included participants from 31 or more states, plus Canada. The purpose of the conferences was to formulate professional standards for various levels and categories of aquatic experiences. The Long Beach Conference revised and expanded the results of the the Washington Conference and considered approaches to certification of aquatic personnel. The professional standards are noted below. Course outlines for these aquatic specializations are available from AAHPER.

Professional Standards for Aquatic Education

Standards for the Physical Educator

All physical education majors should be exposed to aquatics, whether or not they plan to teach such activities. This exposure should provide an opportunity to acquire (1) basic skills, (2) theoretical knowledge, (3) methodology and (4) understanding of equipment and facility management. Students with only this basic exposure are not qualified to assume responsible positions in aquatics.

Basic aquatic skill development should include breath control, buoyancy, sculling and treading, changing position and direction, adequate performance of at least four basic strokes, surface dives, underwater swimming, entries and basic safety skills.

Theoretical aquatic knowledge should include recognition of quality performance, principles of movement, aquatic terminology, psychological and health factors, safety and emergency procedures, equipment and facility use, resource materials and scope of the field, including career and employment opportunities.

Methodology acquired for teaching aquatic activities should reflect sound professional preparation.

Basic aquatic equipment and facility management should be emphasized in terms of safety and sanitation.

Standards for the Aquatic Instructor

An aquatic instructor is a person skilled and knowledgeable about a particular aquatic area, and has met the qualifications described below. All instructors, regardless of their area, must possess the following skills and knowledge:

1. A fairly high level of swimming ability
2. Understanding of aquatic safety needs
3. Understanding of basic principles of motor learning
4. Understanding of effective teaching approaches and teacher behavior

For each type of instructor enumerated below, expected competencies in basic skills, knowledges and understandings, and methodology are presented. In addition, standards in program and equipment and facilities management are indicated where appropriate.

Swimming Instructor

The instructor of swimming should acquire certain advanced swimming and water safety skills including the ability to orient oneself to water; perform water safety and survival techniques; and execute basic strokes, entries, surface dives, basic springboard dives and turns with endurance and fitness commensurate to need. He should have a WSI certificate or the equivalent.

Theoretical background for the instructor should include principles of growth and development; scientific principles of anatomy, physiology, and kinesiology; theories of motor learning; analysis of strokes and skills; and methods and techniques of teaching swimming.

The swimming instructor should be knowledgeable about various teaching methods suitable for aquatics; progressions for various skills; use of instructional aids such as flotation devices, films and videotape; suitable drills and formations; and valid and reliable evaluation procedures.

Springboard Diving Instructor

The instructor of springboard diving should be able to demonstrate on the one-meter board the standard approach, at least one dive in each of the five diving groups, the three diving positions and the forward and backward somersaults.

The instructor is expected to know about safety and accident prevention, physical laws applicable to the use of the springboard and body in motion, specifics of diving coaching and training, and officiating and judging.

The springboard diving instructor should be knowledgeable about appropriate methodology for instruction classes, including group instruction and land drills; analysis of performance; communication (oral and visual) with the diver; and physical and mental readiness to perform new skills. For competitive diving, the above points are suitable but knowledge must also include exercise and conditioning programs; exploitation of individual technique and style; advanced skills such as balance, timing, entries, lifesaving; development of a complete list of dives; and use of such aids as belts, trampoline, port-a-pit and dry land boards.

Instructor of the Handicapped

Individual skills requisite to instructing the handicapped in aquatic activities should reflect the ability to demonstrate, cooperate and communicate with participants, assess needs and prescribe necessary program modifications, establish a climate of empathy rather than sympathy, conduct pre-service and in-service training programs, administer standard first aid, operate wheelchairs, and have knowledge about the use of prosthetic devices.

The instructor should possess scientific knowledge related to all aspects of human function, background knowledge requisite to understanding health, physical education, recreation and special education needs of the handicapped; theoretical knowledge in three areas of aquatics with appreciation of the seven additional ones; and practical experience in as many special aquatic programs as possible.

The instructor must be knowledgeable about the methodology of instruction such as individualized and team teaching and innovative and standard methods. Other abilities concern the techniques of involving and informing community organizations and agencies and constructing and adapting facilities for effective use by handicapped persons.

Instructors of Skin and SCUBA Diving

All skin diving instructors (mask, fin and snorkel) should possess a basic competency in swimming, skin diving and open water diving with wet suit, weight belt, safety vest and float.

Instructors of skin diving should also be knowledgeable about requirements for safe diving, skin diving hazards, physical aspects of air and water, medical aspects of respiration and circulation, use and care of skin diving equipment, and marine and aquatic life.

All SCUBA instructors should possess the skills of a skin diving instructor plus basic and advanced SCUBA diving techniques, first aid training, lifesaving training, and SCUBA equipment use, and maintenance.

Prerequisite to becoming a SCUBA diving instructor, the candidate must be certified as a basic SCUBA diver (30 hrs. of instruction), be 21 years of age, have 24 hours of open water experience, obtain a clean bill of physical and mental health from a doctor and pass a stringent accredited SCUBA instructor certification course.

Knowledges and understandings requisite to becoming a certified SCUBA instructor should include equipment use and care; skin and SCUBA diving techniques; marine physics; diving medicine (physiology); first aid and lifesaving techniques; marine and aquatic life; basic oceanography; decompression and repetitive diving; communications; and dive planning and supervision. Further, the diving instructor should know teaching theory, methods and techniques; training aids; basic course operation and procedures; measurement and evaluation techniques; legal aspects; small boat handling and safety; and recreational and commercial diving opportunities.

Skin and SCUBA instructors must be able to teach effectively all the theoretical and practical aspects described above through the use of lesson plans, progressions and evaluation techniques. In addition, they must understand the role of both schools and agencies in program development.

Instructor of Small Craft and Open Water Activity

Instructors of small craft and open water activities should be competent in the use and handling of small craft under local conditions, first aid and safety practices, rescue techniques, maintenance of small craft, and marlinspike seamanship.

Small craft instructors should possess knowledge about basic principles related to boating, canoeing, and sailing; federal and state laws effecting operation and safety; rules and regulations related to safe boating, etiquette, and rescue; selection and maintenance of craft; basic navigation; design, operation, and maintenance of waterfront facilities; weather and environmental conditions; resource agencies; competitive events; coaching theory and officiating techniques; safety supervision; and insurance.

The instructor should relate both theory and practice and use the same methodology required of physical educators, but as it relates to the uniqueness of the small craft area (class organization on the water).

Instructor of Competitive Swimming

The instructor of competitive swimming should have the necessary performance and teaching skills requisite to successful coaching. This should include the American Red Cross WSI certificate and advanced first aid training or equivalents.

Theoretical knowledge should include laws of physical and behavioral sciences and their application to competitive swimming. This should include basic hydrodynamics and physics; mechanics, analysis, and error correction for competitive strokes, starts and turns; application of physiological principles to training and conditioning programs; human growth and development characteristics; and psychology, philosophy and principles of coaching. Further, the competitive swimming instructor should possess knowledge pertaining to methods of conducting meets and workshops; eligibility standards, standing rules and competitive rules of the various sanctioning organizations; facility design and arrangement relative to competitive swimming; methods of budgeting and scheduling; officiating; and sources of historical and reference materials.

Instructors should have an opportunity to gain knowledge of the most efficient individual and group routines for dry land and water workouts, observe experienced coaches, use videotape and film analysis techniques and supervised field experiences and apprenticeships.

Instructor of Synchronized Swimming

The synchronized swimming instructor should be able to demonstrate skills such as basic strokes, breath control, egg beater kick, sculling, basic body positions, component parts of stunts, and developmental skill sequences from beginning through advanced levels. The instructors must be skilled in the operation of sound equipment (air and underwater).

Requisite to becoming a synchronized swimming instructor, one should possess knowledge relative to synchronized performance skills, history, laws of physics applied to body movement in an aquatic medium, officiating and judging, development of routines, techniques for conditioning and training, rules and governing bodies, coaching techniques, competitive meet planning and administration, hazards of electrical equipment, and resource references and materials.

Instructors should have knowledge of such teaching methodology as workout organization (including dry land); progressions for beginning, intermediate and advanced routines; techniques of routine construction; and the use of audiovisual aids. They must also be aware of college and agency programs.

Water Polo Instructor

The performance skills required of the water polo instructor should include ability to demonstrate and teach basic swimming skills, individual offensive and defensive skills, and goaltending.

Knowledge required should include history, national rules established by NCAA, AAU and FINA; techniques of conditioning and training; organizing a workout; offensive and defensive strategies; officiating; psychological aspects of coaching; and planning and administering a competitive water polo season.

Water polo instructors must be proficient in planning and directing skill practices and applying these skills to competitive situations. They must be aware of the programs in schools and agencies and know about selecting and maintaining facilities and equipment. Furthermore, to enhance professional growth, instructors should be well versed in officiating, keep current with the literature of the sport, and maintain membership in appropriate coaching organizations.

Instructor of Lifeguarding

The instructor of lifeguarding should be 18 years or older; be a strong swimmer with proficiency in swimming and lifesaving skills; possess current Water Safety Instructor, Senior Lifesaving, and Advanced First Aid certificates or equivalents; hold a skin diving certificate or have equivalent skills; and demonstrate skills in small craft rescue techniques. It is further recommended that the instructor hold current Basic Lifeguarding, First Aid Instructor, Basic SCUBA, and Boating Safety certificates.

The instructor should possess skill in standard lifesaving and lifeguarding, first aid and rescue techniques, use of communication equipment, search and recovery techniques, and adaptation of techniques to specific situations.

The lifeguard instructor should be conversant with health and safety regulations, basic physiology and laws of physics related to skills, weather and water conditions, pool maintenance and facility operation. The instructor must possess the ability to screen candidates, use audiovisual aids, organize and conduct in-service training programs, and purchase and maintain equipment. Regarding programs, lifeguarding needs in instructional, recreational and competitive situations should be known.

Instructor of Aquatic Facilities Management

Skills required of instructors of aquatic facility management should be ability to operate necessary equipment; perform basic plumbing, electrical and mechanic duties; and display imagination and analytical skills involved in examining architects' plans and developing new facilities.

Required knowledge includes general concepts in swimming pool circulation and filtration; water chemistry and tests for control; sanitation of decks, floors and bathhouse areas; operational and maintenance principles of all standard and specialized pool equipment; seasonal pool care; mathematics required in pool maintenance calculations; and keeping accurate pool records and pool operation data.

Instructors who meet the standards proposed here would be participants in certification or licensing programs and would have experience in operating an aquatic facility.

Standards for the Aquatics Specialist and Aquatics Administrator

An aquatics specialist should possess a basic appreciation of each of the 10 areas enumerated for aquatics instructors and meet the standards established for at least three of the aquatics instructor areas.

An aquatics administrator should possess a WSI certificate or equivalent, be a qualified aquatics specialist and possess skill in five other aquatic areas. Further, he should demonstrate administrative skills in human relations, budgeting, programming, scheduling, computer science, recruiting, public relations, supervision and delegation, and reading and interpreting blueprints.

An aquatics administrator should be knowledgeable about the historical, cultural, philosophical and ethical aspects of aquatics; professional and related organizations; accounting practices; content of the 10 aquatics instructor areas; communication media; and administrative theory and practice.

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ALSO AVAILABLE FROM AAHPER:

APPRAISAL GUIDE FOR PROFESSIONAL PREPARATION IN HEALTH EDUCATION

Criteria for evaluating programs, covering the specifics of faculty, curriculum, professional laboratory experience, student personnel services, facilities, and instructional materials. Space provided for institutions and faculties to conduct a self-appraisal. 1967.

GRADUATE EDUCATION IN HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION, SAFETY, AND DANCE

Guidelines and standards for master's and doctoral programs covering patterns of organization, faculty, students, instructional methodology, and instructional and research resources. Recommended programs of study for the five areas. 1967.

PREPARING TEACHERS FOR A CHANGING SOCIETY

Crucial issues facing today's schools, and ways of preparing teachers to cope with them. Some of the topics covered are provisions for underprivileged students, racial unrest, qualifications for teaching in the inner city, and professional negotiations. 1970.

PREPARING THE ELEMENTARY SPECIALIST

Designed to provide information and guidelines for the initiation, development and improvement of professional preparation programs for elementary school specialist in dance and physical education. Proceedings of the April 1972 national conference at Lake Ozark, Mo. 1973.

PROFESSIONAL PREPARATION OF THE ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER

A set of guidelines for the college department preparing elementary school physical education teachers. Includes policy statements on student personnel and faculty; concepts, competencies, and experiences to be incorporated into a curriculum plan; and suggestions for implementation. 1969.

PROFESSIONAL STANDARDS IN AQUATICS AND APPROACHES TO CERTIFICATION

Proceedings of the Fall 1971 Second National Aquatics Conference in Long Beach, designed to refine and expand the professional standards for the aquatics educator established during the first conference (see next listing), and to explore approaches to certification of aquatics personnel. 1972.

PROFESSIONAL STANDARDS IN AQUATIC EDUCATION

Proceedings of the 1970 National Aquatics Conference on Professional Standards, which was designed to unify, strengthen, and improve aquatic teaching standards in schools and colleges through more effective preparatory programs and to develop guidelines and standards for professional aquatic leadership. 1971.

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